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IDENTIFIERS	SER LARS (Information System)

ABSTRACT

The sixth of nine volumes in the Special Education Resources Location Analysis and Retrieval System (SER-LARS), a diagnostic-prescriptive instructional data bank for teachers of handicapped children, presents an inventory of teacher-made and commercially adapted instructional materials. The instructional materials are organized by accession number and include information on title, publisher (source), content descriptor(s) of learning objective, construction materials needed, description of construction, and directions for use. Materials are described for the following subject areas (sample subtopics in parentheses): sensory/perceptual/cognitive development; affective development (self concept); reading (readiness, phonics, vocabulary, language arts/use English grammar and composition, handwriting); mathematics (numeration, fractions/decimal/percent); social studies (economics, geography); science (physical science); coordination and physical education (gross motor skills, adaptive physical education); self care (toileting, drinking); prevocational/vocational skills (activities of daily living); fine arts and music; self knowledge/social interaction; and handicap related materials. (CL)

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ED176472

SER-LARS

SPECIAL EDUCATION RESOURCES LOCATION ANALYSIS AND RETRIEVAL SYSTEM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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VOLUME 6

INSTRUCTIONAL MATERIALS, TEACHER MADE AND COMMERCIALLY ADAPTED

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

EC120520

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SECTION
SER-LARS User's Handbook

SUBJECT
SER-LARS Reports: Instructional Material Information

SUMMARY. Policy and procedures are outlined for the use of SER-LARS instructional material reports.

POLICY STATEMENT. The SER-LARS Instructional Materials File is designed to assist the system user in the development of prescriptions and in documenting these prescriptions (See Diagnostic-Prescriptive Model - Levels 6 and 7). The user is provided with a numbering system which facilitates inventories, reduces the amount of information to be submitted on prescription records and allows for cross-indexing of materials used by others.

Instructional materials are defined in SER-LARS as those items which are used in educational settings and which have inherent instructional content. This means that generic items such as chalkboards and tape recorders do not qualify as instructional materials. The only exception to this is when there is a manual accompanying the generic item which defines the teaching and learning tasks (See also SER-LARS Reports: Instructional Method Information).

Before moving into writing prescriptive programs for students, the serious system user will take a pre-prescriptive inventory involving the assignment of SER-LARS numbers to each instructional material in the classroom. Documentation of instructional materials becomes simple once this is accomplished (See Appendix F - Procedures for Pre-Prescription Material Inventories). During such an inventory, items which are not currently in the instructional material file are reported to CCSU so a number may be assigned.

INSTRUCTIONAL MATERIALS
BY NUMBER (D-1a)

1. Description - this report is a catalog of materials sorted by the NLRC/P number which has been assigned. Included are the title, publisher (source), the catalog number, and an indication if an analysis is available. The following cues are used:

   TI -- Title
   SO -- Source
   MA -- An Analysis is Available
   CA -- Catalog Number

2. Purpose - provides a reference list of materials which have been identified by number in the objective history Report C-2. The title, publisher, and other identifying information will aid the user in determining, (1) whether he

INSTRUCTIONAL MATERIALS BY NUMBER (D-1a) (Continued)

presently has the material or, (2) whether he can obtain the material.

3. Procedures - Location of Material Title: note 5 digit number of material. Identify volume in which material is located (Volume I has numbers 00001 to 6000, Volume II has the remainder). Look for the number along the left edge of the page. Compare both title and publisher before accepting the material as a match. You may wish to request an analysis if it is available.

INSTRUCTIONAL MATERIALS BY TITLE (D-1b)

1. Description - this report is a catalog of materials sorted alphabetically by title. Included are the NLRC/P number and publisher (source). An additional cue is: SO_ Source or Publisher.

2. Purpose - (a) Provides a reference list of materials which have been identified by title elsewhere in order to obtain NLRC/P numbers for material (See Caution below). (b) Provides identifying information for ordering purposes.

3. Procedures - Location of Material Number: when recording a material used in a prescription, locate the SER-LARS material number by looking for the title of the material as it appears on the box lid or the title page. The material number is listed.

4. Caution - It may be necessary to look for a material title in many variations such as Group Sounding Words, Dolch's Group Sounding Words, Word Game, etc. (The material report by publisher, D-1c, is more useful for this purpose).

INSTRUCTIONAL MATERIALS BY PUBLISHER (D-1c)

1. Description - this report is a catalog of materials sorted alphabetically by publisher.

2. Purpose - (a) Provides a reference list of materials organized by publisher in order to obtain NLRC/P numbers. (This is the easiest report to use in inventories). (b) provides a source list indicating the availability of special education materials of each publisher as reported by system users.

3. Procedures - (a) Location of Material Number: when recording a material used in a prescription, locate the SER-LARS material number and title under the appropriate publisher.

   (b) Index to Location of Materials Title by Locating the Publisher Name: By using the publisher of the material, the searching for the title is minimized by narrowing the field of possibilities. Ex: There are 33 entries under Garrard Publisher, one of which is Dolch Group Sounding Words. Looking through publishers' names is much less forboding than facing 3000 title entries.

INSTRUCTIONAL MATERIALS: TEACHER-MADE AND COMMERCIALLY ADAPTED (D-3)

1. Description - this report consists of procedural write-ups of instructional materials which teachers have created or have adapted from commercially available items. Each report includes descriptions of construction, materials procedures for construction and directions for use. An index is provided for easy access.

2. Purpose - (a) Provides information about materials to achieve objectives for which commercial materials were (1) unavailable, (2) inaccessible or (3) inappropriate.

INSTRUCTIONAL MATERIALS: TEACHER-MADE AND COMMERCIALLY ADAPTED (D-3) (Continued)

(b) Provides in-depth information for instructional material numbers 90000-99999, the numbers assigned to teacher-made and commercially adapted items.

3. Source - the teacher made material information is based on data obtained from SER-LARS users as well as other sources. (See NLRC/P Forms: Record of Teacher-Made Materials and Adaptation of Commercially Available Materials, D-3).

4. Procedures - (a) Use of D-3 Index: Each material in this report is identified by content descriptor (general subject area) such as, phonics, short vowel, The index is arranged into major sections such as reading, math, self-help skills, etc. Listed under each general subject are the numbers of material dealing with that area.

(b) The actual reports describing the materials can be found in the body of the report in numerical order. If the number is known, e.g., from the objective history (See SER-LARS Reports: Learning Objectives and Objective Referenced Measure Information), then the index may be skipped.

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GEOGRAPHY -- 98020, 98021, 98023, 98024, 98226

HISTORY

POLITICAL SCIENCE

PSYCHOLOGY/PHILOSOPHY

SOCIOLOGY/ANTHROPOLOGY

SCIENCE

EARTH SCIENCE

- Temperature
- Weather

LIFE SCIENCE

- Living
- Non-Living

PHYSICAL SCIENCE -- 98045

- States of Matter
- Magnetism

COORDINATOR AND PHYSICAL EDUCATION

GROSS MOTOR

Balance -- 90244, 90252, 98227

Bend

Body Movements -- 90265

Bounce

Catch -- 90253

Climb

Crawl

Gallop

Head -- 90257, 90261

Hop

Jump

Kick

Reach -- 90254, 90262

Body Roll -- 90252

Run

Self Support

Sit

Skip

Somersault

Stand

Throw -- 90253

Walk -- 90244, 90256

Vehicles

Stairs

GROSS MOTOR (Continued)

Extremities -- 90258, 90265

Flexibility -- 90245, 90246

FINE MOTOR

Finger Movement -- 90429

Grasping -- 90248, 90251, 90253, 90254, 90256, 90261, 90262, 90266, 90267, 90269, 90429

Hand Transfer

Manual Dexterity -- 90423, 90463

Thumb Finger Opposition

ADAPTIVE PHYSICAL EDUCATION

Blind

Chronic Health Problem

Deaf

EMR

Neurological Impaired

Orthopedically Handicapped

Profoundly MR

TMR

Cerebal Palsied

RECREATION AND PLAYGROUND

Swimming

SELF CARE

TOILETING

Adjust Clothing

Elimination Pattern

Flushing

TOILETING (Continued)

Hand Cleanliness

Indication of Wet/Soiled

Indication of Need

Location

Stays on Toilet

Tissue Use

Uses Toilet

FEEDING/EATING

Biting

Chewing

Containers

Finger Feeding

Food Textures

Licking

Opens Mouth

Peeling, Cracking

Self-Service

Semi-Liquid Food

Semi-Solid Food

Spoon Acceptance -- 90263

Swallowing

Tongue Use

Utensil Use -- 90263

DRINKING

Accepts Cup -- 90260

Bottles

DRINKING (Continued)

- Cup Use -- 90260
- Drooling
- Faucets
- Filling Containers
- Fountains
- Pouring
- Sipping
- Spilling
- Straw Use
- Sucking Reflex

GROOMING

- Bathing
- Body Parts
- Clothes
- Comb/Brush
- Deodorant/Cosmetics
- Drying
- Face
- Faucet Use
- Hair
- Hair Cutting
- Hair Setting
- Hands
- Menstrual
- Nails
- Rinsing

GROOMING (Continued)

- Shaving
- Showering
- Sink Use
- Soap Use
- Water Temperature

ORAL HYGIENE

- Brushing Routine
- Brushing Schedule
- Necessary Articles

NASAL HYGIENE

- Blowing
- Indicates Need
- Tissue/Handkerchief
- Wiping

CLOTHING CARE

- Drying
- Folding
- Hanging
- Washing
- Maintenance

SAFETY

- Animals
- Danger Awareness
- Bicycle
- Bus
- Car

SAFETY (Continued)

Street Crossing

Doctors/Dentist/Nurse

Electric Cords

First Aid

Fire Drill

Foreign Objects

Plants

Play Equipment

Protection from Attack

Seat Belts

Seeks Help

Sharp Objects

Sidewalks

Signs -- 90475, 98245

Strangers

Telephone/Postal Use

Walking

Water

Vehicle

Health

DRESSING/UNDRESSING

Accessories

Buttons, Snaps, Zippers -- 90479

Cleanliness

Cooperates Actively

Cooperates Passively

DRESSING/UNDRESSING (Continued)

- Dresses
- Identifies
- Overcoats-Jackets
- Pants
- Selection
- Shoes
- Shoelace
- Skirts
- Socks
- Underwear
- Shirts

PREVOCATIONAL/VOCATIONAL

PREVOCATIONAL

- Changes
- Collating
- Comparative Shopping
- Cutting
- Delivering
- Folding
- Fringe Benefits
- Functional Vocabulary
- Inventories
- Job Family Identification -- 90467
- Matching
- Mold
- Packaging, Stacking, Assembling

PREVOCATIONAL (Continued)

- Painting
- Proper Dress
- Purchasing
- Purpose of Walking
- Safety
- Sanding
- Sorting
- Stapling
- Stuffing
- Task Analysis
- Task Completion
- Tool Use
- Sewing, Needlework

VOCATIONAL

- Babysitting
- Body Shop
- Construction
- Factory
- Farm Skills
- Florist
- Food Service
- Hospital Aide
- Janitorial Services
- Sales
- Service Station

ACTIVITIES OF DAILY LIVING

- Light Switches
- Doors
- Drawers
- Food Preparation
- Dishwashing
- Environmental Mobility
- Bed Making

FINE ARTS AND MUSIC

FINE ARTS

- Art/Observation and Imagination
- Art/Perceptual Motor -- 90423
- Art/Basic Techniques - Clean-Up
- Art/Production of Forms
- Art/Self Expression
- Art/Attitude

MUSIC

- Prerequisites
- Listening Skills
- Interpretation
- Rhythm

SELF KNOWLEDGE/SOCIAL INTERACTION

SELF KNOWLEDGE

- Facts about Self -- 90426, 90441
- Handicap
- Name/Touch Body Parts -- 90239, 98113, 98150, 98198

SELF KNOWLEDGE (Continued)

Recognize Voice Recording

Responds to Name

Self Identification -- 90424, 90443

Sex Identification

Family Member Identification

Self-Sufficiency

SOCIAL INTERACTION

Affective Display

Awareness of Others

Directions

Leadership

Play

Relationship to Adults

Relationship to Peers

Relationship to School

Relationship to Self

Rules

Seeks Attention

Social Behavior -- 90479

Responsibility

Relationship to Family/Home

HANDICAP RELATED

MENTAL RETARDATION (GENERAL TERM)

Educable Mental Retardation

Trainable Mental Retardation

Severe Mental Retardation

Profound Mental Retardation

PHYSICALLY ORIENTED HANDICAPS (GENERAL TERM)

Physical Handicap

Brain Injury (or L.D.)

Blind

Partially Sighted -- 98240

Deaf

Hard of Hearing

Speech

Aphasia

SOCIAL-EMOTIONAL HANDICAP (GENERAL TERM)

Socially and/or Emotionally Maladjusted

GIFTED

MULTIPLY HANDICAPPED

ASSESSMENT

Intelligence

Achievement or Readiness

Reading

Mathematics

Perceptual/Motor

Interpersonal

Speech, Vocabulary, Language

Vocational

General Screening

OTHER

Underachieving

Less Need for Placement

ACTIVITY LEVEL

Hyperactive

Hypoactive

NRRC/P

Accession Number 90233

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Y worksheet

SOURCE: Rural Unit

AUTHOR(S): Janet Yates #51

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-00 Phonics
D2-11 Phonics/Phonics Rules

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

List of words containing y as a vowel and a consonant, such as:

Floyd
young
May
payday
yes
gym
yellow
boy

yodle
yesterday
play
oyster
youth
say
yarn

DIRECTIONS FOR USE:

Instruct student to find each "y", putting a "v" over it if it is a vowel and a "c" over it if it is a consonant.

Accession Number 90234

SER-LARS REPORT D-3

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: W worksheet

SOURCE: Rural Unit

AUTHOR(S): Janet Yates #51

FORMAT: ditto sheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-00 Phonics
D2-11 Phonics/Phonics Rules

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

List of words containing w as a vowel and a consonant such as:

window
blow
willow
shown
watch
wrist
mown
tow
wicked

awful
clawed
wedding
straw
allow
wind
warmer
flaw
whisper awsome

owl
own
vowel

DIRECTIONS FOR USE:

Instruct student to find each "w", putting a "v" over it if it is a vowel and a "c" over it, if it is a consonant.

NRRC/P

Accession Number 90235

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER __________

TITLE: soft c = s hard c = k worksheet

SOURCE: Rural Unit

AUTHOR(S): Janet Yates #51

FORMAT: ditto

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-10 Phonics/Hard/Soft Sound

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

List of words containing hard and soft c words such as;

city
car
cymbal
excited
since
certainly
conservative
curfew
constitution
cancer
Cincinnati
century
class
citizen
cinnamon
civil

DIRECTIONS FOR USE:

Instruct student to circle each "C" and the letter immediately following it, putting an "S" over each soft "C" and a "K" over each hard "C".

NRRC/P

Accession Number 90236

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Soft g = j   Hard g = g worksheet

SOURCE: Rural Unit   AUTHOR(S): Janet Yates #51

FORMAT: ditto worksheet   EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-11 Phonics/Hard/Soft Sound

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Ask student to find each g and tell whether it has a/j/ or a /g/ sound.

gym
ginger
guard
age
garage
enrage
gaggle
dog
giant
golly

gorilla
hinge
engineer
gusto
eagle
giraffe
general
beagle
gyp
refrigerator
give up

NRRC/P

Accession Number 90237

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Vowel Consonant or Consonant Vowel consonant Worksheet

SOURCE: Suburban

AUTHOR(S): L. London #63

FORMAT: ditto

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-19 Phonics/Vowel Short
D2-18 Phonics/Vowel Medial

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

VC - or CVC words
change vowel not consonant
read new words. ex. m__t, m__t, m__t
child fills in correct vowel when orally
given words - "mat," "mit," "met"
using various arrangements of beginning, ending consonants

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90238

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Cardboard fraction Circles

SOURCE: Suburban Unit
AUTHOR(S): N. Roberts #79

FORMAT: Cardboard
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

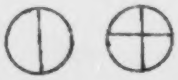
F6-07 Fractions/Basic concepts
F6-06 Fractions/Addition

CONSTRUCTION MATERIALS:

Cardboard
Magic Marker
Scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)


$= \frac{1}{2} = 2/4$

DIRECTIONS FOR USE:

switch pieces to make a whole

NRRC/P

Accession Number 90239

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Cardboard Human Figure Mobile

SOURCE: Rural Unit

AUTHOR(S): P. Escovar #70

FORMAT: cardboard

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

M1-03 Self Knowledge/Name/touch body parts

CONSTRUCTION MATERIALS:

Cardboard
String
Scissors
Magic Marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

larger than life
suspended from ceiling
moveable parts

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90240

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Sequential Comic Strip

SOURCE: Middle Urban Unit AUTHOR(S): A. Miller #33

FORMAT: Puzzle EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

Oaktag
Scissors
Comic Strip

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut apart low vocabulary comic strip

DIRECTIONS FOR USE:

to be put in order

NRRC/P

Accession Number 90241

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Vowel Sound Recognition

SOURCE: Suburban Unit AUTHOR(S): C. Hiltibeitel #32

FORMAT: Flash Cards, pictures drill words EDITOR(S):

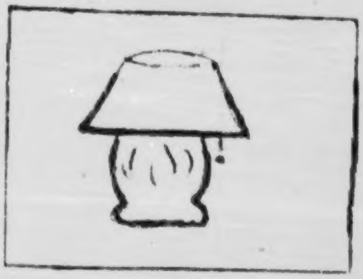
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-14 Phonics/Sound Symbol Development
D2-19 Phonics/Vowel (Short)

CONSTRUCTION MATERIALS:
Cardboard
Scissors
Magic Marker

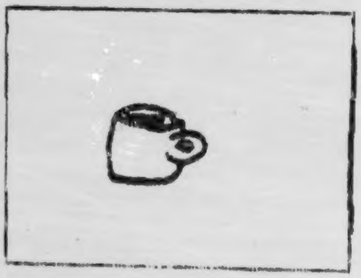
CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



lemp

lamp



cap

cup

DIRECTIONS FOR USE: Instruct student to identify pictures, then choose word with correct vowel.

NRRC/P

Accession Number 90242

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Questions and Statements

SOURCE: Suburban Unit AUTHOR(S): C. Hiltebeitel # 32

FORMAT: Ditto worksheet EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-21 English Grammer and Composition/Sentence Types

CONSTRUCTION MATERIALS:

ditto masters

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Are you eight years old?
2. We are in the room.
3. He lives in the city.
4. How are you today?
5. I see a table.
6. Is it raining?
7. It is almost time for lunch.
8. Can you paint a picture?
9. When will we go home?
10. I know how to tell time.

DIRECTIONS FOR USE:

Instruct student to identify each sentence as a "question" or "statement".

NRRC/P

Accession Number 90243

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Experience Story

SOURCE: Suburban Unit

AUTHOR(S): C. Hiltebeitel # 32

FORMAT: Chart

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-17 Phonics/Vowel (Long)
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

Large size chart paper
Magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Example of long A experience story:

I ate a cake for dinner. My Mom made it. She baked the cake in the oven. She made it for my birthday.

DIRECTIONS FOR USE:

Instruct student to make up a story in which each sentence contains a "long a" word. Write the story as student dictates, then have him read it himself.

NRRC/P

Accession Number 90244

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Ankle Weight Case

SOURCE: Bloomsburg Summer Traineeship AUTHOR(S): Joan Norton

FORMAT: Ankle Weights EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSTRUCTION MATERIALS:

10" square of washable material
ribbon
heavy plastic
sand, fishing weights, or BB shot

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Resembles eyeglass case
outside part - 10" square of bright washable material - fold in half and sew on narrow end and side leaving one end open. Sew ribbon on securely to one side over lapping other side. Sew hooks and eyes on side of case and strap.
inside part - heavy plastic filled with sand or fishing weights. Secure it inside washable casing.

DIRECTIONS FOR USE:

Attach empty case to child's feet so that he can become acquainted with the feeling before weights are used. Then fill cases with weights. Assist child in walking.

OTHER USES:

1. weights for wrists for athetoid cases
2. heavy bean bags.

NRRC/P

Accession Number 90245

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Leg Straightening Device

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Diane Ardan

FORMAT: motor equipment

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

11-26 Gross Motor/Flexibility

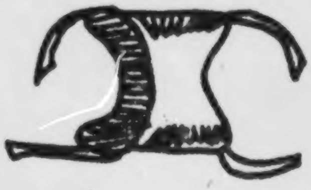
CONSTRUCTION MATERIALS:

plastic milk bottle, material
stapler, knife
foam

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut top and bottom from plastic milk bottle.
Cut two parenthesis shapes from plastic milk bottle.
Staple parenthesis shapes to sides of first one.
Tape foam over entire shape.
Cover with material and attach ties securely.



DIRECTIONS FOR USE:

Place between child's legs begin positioning separation of legs.

NRRC/P

Accession Number 90246

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Hand Straightening Device

SOURCE: Bloomsburg Summer Traineeship AUTHOR(S): Diane Ardan

FORMAT: motor equipment EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

II-26 Gross Motor/Flexibility

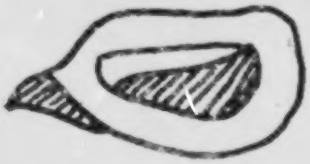
CONSTRUCTION MATERIALS:

2 qt. plastic milk bottle
masking tape

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut handle from 2 qt. plastic milk bottle.
Put masking tape over entire device.



DIRECTIONS FOR USE:

Open hand and place around device.
One device for each hand can be used.

NRRC/P

Accession Number 90247

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER __________

TITLE: Smile-face Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Helen Netting

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-12 Visual/ Visual Tracking/Pursuit/Fixation
A1-02 Auditory/Auditory Attention Span
A2-02 Visual/Visual Attention Span

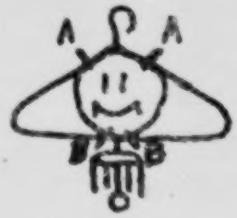
CONSTRUCTION MATERIALS:

Wire coat hanger
2 paper plates
wind chimes
black crayon

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Sketch "smile-face" features on back of both paper plate. Center plates at the top of the hanger, one on each side and staple at A. Insert top extension of the wind chime between plates. Staple at B.



DIRECTIONS FOR USE:

Shake mobile for auditory stimulation.
Keep mobile close to child's face for visual stimulation.

NRRC/P

Accession Number 90248

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Texture Tubes

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Sharon Wenrich

FORMAT: Motor Equipment

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-02 Fine Motor/grasping
A5-07 Tactile/Tactile perception

CONSTRUCTION MATERIALS:

panty hose
1/8 yd. washable material
elastic thread

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Roll panty hose into small tube-like forms. Cover each roll with material, sew it up; pull ends together with elastic thread so the cover may be removed for washing.

DIRECTIONS FOR USE:

Child can manipulate different textures while improving grasps.

The texture tubes may be used for tactile discrimination or color discrimination.

NARC/P

Accession Number 90249

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Visual Tracking Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Barbara Schure

FORMAT: Visual/Motor Equipment

EDITOR(S): ______

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-12 Visual/Visual Tracking/Pursuit/Fixation
A2-02 Visual/Visual Attention Span

CONSTRUCTION MATERIALS:

Coffee can painted green, Brass Bell
Red reflector rubber ball, 3 wooden rods
Plastic Tape
Hollow dried gourd
Hair Roller

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Coffee can painted green with different colored pieces of yarn tied into bows around it.
2. Red reflector mounted on rubber ball secured in place with plastic tape.
3. Dried gourd painted green and yellow with a large jingle bell attached.
4. Brass Bell
5. Hair Roller

Frame constructed by notching the 3 wooden rods in the middle and secured in the center with plastic tape and painted green.

DIRECTIONS FOR USE:

Suspended from ceiling in play area.

Can be hit with rubber mallet which will move the objects to different positions which encourage development of visual tracking.

NRRC/P

Accession Number 90250

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Auditory/Visual Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Carol K. Mullany

FORMAT: mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-02 Auditory/Auditory Attention Span
A2-06 Visual/Visual Discrimination

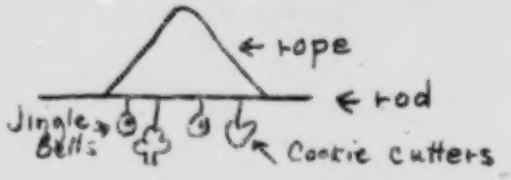
CONSTRUCTION MATERIALS:

Cookie Cutters
tape
various colors of spray paint
jingle bells, string

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The sharp edges of the cookie cutters should be taped.
The cookie cutters are spray painted, and bells are strung in the center.
The cookie cutters are tied to a rod with string.



DIRECTIONS FOR USE:

Tie the mobile in a play area.

NRRC/P

Accession Number 90251

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Animal Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Lynn Maxwell

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-02 Visual/Visual Attention Span
I2-02 Fine Motor/grasping

CONSTRUCTION MATERIALS:

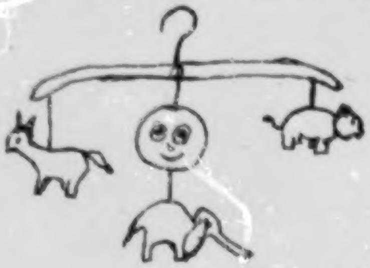
Wooden Hanger
Heavy lacing thread
Material
Stuffing

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Drill 2 holes in the end of the hanger.

Cut animals or any design and sew inside out. Leave a hole to pull through material. Sew faces (any design) on material; then stuff and sew together.



DIRECTIONS FOR USE:

Hang over crib.

NRRC/P

Accession Number 90252

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Carpeted Barrel

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Philip Dambrosia

FORMAT: Barrel

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

11-14 Gross Motor/Rolling
11-01 Gross Motor/Balance

CONSTRUCTION MATERIALS:
Steel drum or cardboard drum
Soft carpet
Contact paper
Glue (½ gal.)
Staple gun, sandpaper
Knife

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut top and bottom out of barrel.

Rough up inside of barrel with sandpaper. Stand it end to end. Put carpet in barrel and wrap it around the sides. Mark cutting line and cut with knife. Glue into place. Staple and let dry. Cover outside with contact paper.

DIRECTIONS FOR USE:

1. While child is in a sitting position, place him in the barrel and rock child back and forth. He will use his hands to stabilize himself.
2. Place child over barrel. Encourage him to hold his feet. Roll barrel forward encouraging him to use his hands to catch himself.
3. Place child over the barrel in a prone position. Pull the child by his arms rolling barrel backwards putting weight onto his legs.
4. Use barrel for many motion activities (all types of gross motor activities).
5. Use it to crawl through.

NRRC/P

Accession Number 90253

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ____

TITLE: Yarn Ball

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Helen Netting

FORMAT: Ball

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-02 Fine Motor/grasping
11-21 Gross Motor/throwing
11-05 Gross Motor/Catching

CONSTRUCTION MATERIALS:

Soft yarn ball
Heavy cardboard
Scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 2 circles from heavy cardboard. Cut out center allowing adequate space for filling center with yarn. Attach yarn by knotting; proceed to wind yarn around cardboard from center to outside rim revolving around. Continue until center is completely solid.

Insert scissors between cardboard circles cut around edge being careful not to tear cardboard. Cut strand of yarn 12" long. Wrap around center of ball pulling as tight as possible. Wrap around several times. Knot securely. Cut ends. Fluff up.
(Cardboard circles vary in diameter depending on size ball desired).

DIRECTIONS FOR USE:

Accession Number 90254

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Foam Rubber Bell Device

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Ginny Wildsmith

FORMAT: Motor Equipment

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-02 Auditiory/Auditory attention span
A2-02 Visual/Visual attention span
I1-13 Gross Motor/Reach
I2-02 Fine Motor/grasping

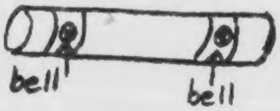
CONSTRUCTION MATERIALS:

Foam - different colors
Bells - different colors
Tubing

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut an 8" length of foam. Wrap around tubing and secure. Sew bells on strips of foam.



DIRECTIONS FOR USE:

NRRC/P

Accession Number 90255

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Visual Attention Span Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Gayle Cleck

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-12 Visual/Visual Tracking/Pursuit/Fixation
A2-02 Visual/Visual Attention Span

CONSTRUCTION MATERIALS:

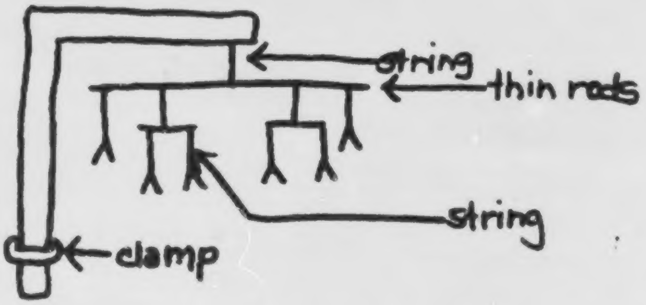
2 pieces of wood
string
clamp
6 felt pieces,
6 cookie cutters
glitter, beads
thin rods:
2 short
1 long

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Hammer 2 pieces of wood together. Clamp longer piece. Attach string to the top piece of wood and secure long rod at end of 6" of string. Attach 4 pieces of string equidistant. Secure 2 center strings and 2 small rods. Attach the cookie cutters which are covered with felt. Glitter,beads, and spangles can be used for making eyes, buttons,etc.

DIRECTIONS FOR USE:



attention getting device

NRRC/P

Accession Number 90256

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Gripper Walking Device

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Carole Cribbs

FORMAT: Dowel rod

EDITOR(S): S. Mitchell

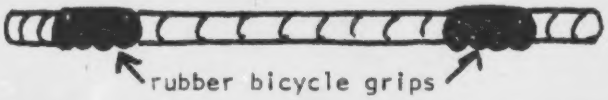
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-02 Fine Motor/grasping
11-22 Gross Motor/Walk

CONSTRUCTION MATERIALS:
1" dowel rod (old broomstick)
pair of bicycle grips

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Let child get the feel of the toy - work on "squeeze".

Take the childs hand and "squeeze" around sponge. Encourage child to hold dowel, molding hands if necessary. Encourage child to grasp device while implementer holds device at ends. Have child walk 50 feet while grasping.

NFRC/P

Accession Number 90257

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Visual Stimulation Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Trish Hartson

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

I1-09 Gross Motor/Head
A2-02 Visual/Visual Attention Span

CONSTRUCTION MATERIALS:

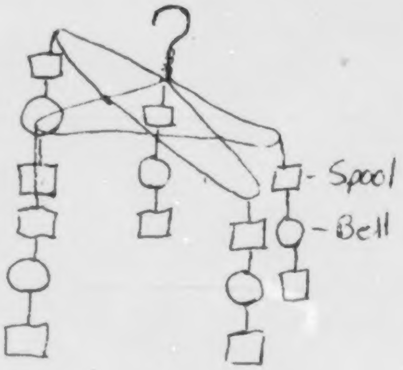
2 coat hangers
yarn
thread spools - paint
jingle bells
wood

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Wrap coat hangers with colorful yarn. Attach them together at the hook section of the hanger by wrapping hooks together with yarn.

Thread painted spools and bells on long pieces of yarn. Attach to hanger and knot.



DIRECTIONS FOR USE:

Attach above child's crib.

Accession Number 90258

NARC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Arm and Leg Extension Board

SOURCE: Bloomsburg Summer Traineeship AUTHOR(S): C. Yonkavig

FORMAT: Motor Equipment EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
11-25 Gross Motor/ Extremities

CONSTRUCTION MATERIALS:
2 1' x 1' boards
Steel bars

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Use steel bar to hinge 2 1' x 1' boards. This will make adjusting at different angles possible.

DIRECTIONS FOR USE:

Place child on stomach. Place leg not to be exercised on the board and wrap it. Stretch other leg 20 times. Then change feet.

NRRC/P

Accession Number 90259

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Senses Stimulation Bottle

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Warren S. Storosko

FORMAT: Plastic Bottle

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A5-07 Tactile/Tactile perception
A2-12 Visual/Visual Tracking/Pursuit/Fixation
A1-02 Auditory/Auditory attention span

CONSTRUCTION MATERIALS:

Clorox Bottle
Different textures materials
tape, glue
Dried beans

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Glue the materials onto the label portion of the bottle. After thoroughly dry, secure the loose edges of the materials with tape.

Put beans inside bottle and tighten the top.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90260

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Moo-Box Training Cup

SOURCE: Bloomsburg Smr. Trnshp. AUTHOR(S): W.S. Storosko

FORMAT: Drinking cup EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

J3-03 Drinking/Cup Use
J3-01 Drinking/Accepts Cup

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
commercial training cup commercial moo box contact paper, paint or decals	

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

When selecting the training cup, insure fit into moo box. When preparing the moo box, lift top to expose interior. Glue the cup to the top part of the cup. After the glue is dry, cover with contact paper or paint or decals.

Also instead of a moo box, a can containing bells can be used.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90261

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Senses Stimulation Shaker Toy

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Ron Russell

FORMAT: rattle

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-02 Auditory/Auditory Attention Span
A2-12 Visual/Visual tracking/Pursuit/Fixation
11-09 Gross Motor/Head
12-02 Fine Motor/Grasping

CONSTRUCTION MATERIALS:
4 3/4" jingle bells
foil pie pan
7" light plastic basket
wire

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Four jingle bells (attached with wire) spaced evenly just beneath the lip of a light plastic basket.
Gently insert lip of aluminum foil under the bells, bending and adjusting until it is held fast.
Other objects may be placed in the basket if desired.

DIRECTIONS FOR USE:

Encourage student to manipulate the shaker toy.

NRRC/P

Accession Number 90262

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: S.O.M.E. Thing (Satisfying Only My Ego)

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Pete Casey

FORMAT: Motor Equipment

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

11-13 Gross Motor/Reaching
12-02 Fine Motor/Grasping

CONSTRUCTION MATERIALS:

SEE BELOW

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Wood 1" round top & 12 3/4" x 23 3/4" rectangular bottom
4" Bolt and nut
Coasters and 8 woodscrews
rug pieces
Bell
Brush
Lollipop
Squeeze Toy
Handles
Clip
Sponge, Play dough

Screw coaster to round top. Paste rug to boards. Bolt boards together. (Top piece turns - it can be tightened by nut tension.) Object placed on top piece. Handles on side of top piece for turning and grasping.

DIRECTIONS FOR USE:

Quote "Use your imagination - we're teachers aren't we?"

NARC/P

Accession Number 90263

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Padded Spoon

SOURCE Bloomsburg Summer Traineeship

AUTHOR(S): Earl A. Condon

FORMAT Spoon

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

J2-15 Feeding/Eating/Utensil Use
J2-12 Feeding/Eating/Spoon Acceptance

CONSTRUCTION MATERIALS:

metal spoon
foam
tape

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut foam cylinder in half. Place on grasping part of spoon. Tape securely.

DIRECTIONS FOR USE:

Assist student in guiding spoon to mouth.
Verbally encourage independence in spoon use.

NRRC/P

Accession Number 90264

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Animal Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Earl A. Condon

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-12 Visual/Visual tracking/Pursuit/Fixation
A5-0/ Tactile/Tactile Perception

CONSTRUCTION MATERIALS:

2 dowel rods
5 cup hooks
2' brass chain
paper clips
needle & thread
material
shredded foam

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cross dowel rods in the center using one cup hook to join. Screw a cup hook on each end of the dowel rods.
Sew animals and stuff with shredded foam.
Hook stuffed animals to cup hooks with paper clips.
Hook brass chain to top hook to hook across the bar on the crib.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90265

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Bell Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Kilmer

FORMAT: mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

11-03 Gross Motor/Body Movements
11-25 Gross Moter/Extremeties

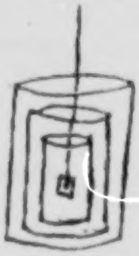
CONSTRUCTION MATERIALS:

3 graduated empty cans
1 bolt nut
2' string
contact paper
sock
hammer
nail

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Fit 3 cans inside one another with a string suspending a nut inside the smallest can. A string from the larger can suspends the entire assembly. The outside can may be decorated with numbers, shapes, letters, etc. Socks may be decorated and placed over the can.
Option: closing bottom of can with plastic lid.



DIRECTIONS FOR USE:

to be used in eliciting purposeful arm movement

NRRC/P

Accession Number 90266

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Senses Stimulation Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Michele Feeney

FORMAT: mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-02 Visual/Visual Attention Span
A1-02 Auditory/Auditory Attention Span
A5-07 Tactile/Tactile Perception
12-02 Fine Motor/Grasping

CONSTRUCTION MATERIALS:

2 coat hangers
foam rubber hanger covers
clip clothes pin
short dowel
1 straightened coat hanger
Musical rattle
elastic
mirror
nipple brush
3 circles foam rubber.
juice can with beans inside covered with quilted material

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

2 coat hangers are twisted together at the center point and wrapped in the foam rubber hanger covers which are fastened to the hanger with string. Mobile is attached by a clip clothespin to a straightened covered coat hanger. A short dowel at the base of the hanger provides support. Attach musical rattle, mirror, nipple brush, 3 circles of different colors of foam and the juice can. The dangling objects are fastened with elastic to insure durability.

DIRECTIONS FOR USE:

Fasten to crib or chair.

NRRC/P

Accession Number 90267

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Terry Cloth Toy

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Patricia Klobe

FORMAT: motor equipment

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
I2-02 Fine Motor/Grasping
A2-02 Visual/Visual Attention Span

CONSTRUCTION MATERIALS:
7" piece of foam rubber
9" piece of colored terry cloth
35" piece of colored rick-rack
needle & thread

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cover the foam rubber with the terry cloth, use straight pins to hold material in place until material sewn closed.
Before stitching one of the ends closed, insert rick-rack and stitch it into place then finish sewing the end closed.

DIRECTIONS FOR USE:

The object may be tied to the crib or wheel chair thus if the student drops it, she may retrieve it by pulling on the rick-rack string attached.
It may be attached to students wrist thus preventing it from dropping to the floor.

NRRC/P

Accession Number 90268

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Senses Stimulation Mobile

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Pat Klobe

FORMAT: Mobile

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-02 Visual/Visual Attention Span
B1-03 Self/Attitudes
A1-02 Auditory/Auditory Attention Span

CONSTRUCTION MATERIALS:

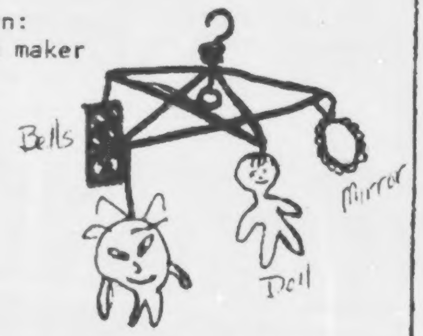
2 coat hangers
yarn
bells
stuffed doll
plastic animal
plastic mirror
red coffee can lid

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Lash two hangers together with yarn.
On each of the four corners attach with string or yarn:

1. jingle bells strung together for noise maker
2. stuffed doll
3. brightly colored plastic bear
4. plastic mirror
5. red lid in middle of mobile



DIRECTIONS FOR USE:

Hang over rod across bed or at the end of crib. Could be hung from wheel chair if a rod were constructed from which to hang it.

NRRC/P

Accession Number 90269

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Senses Stimulation Rattle

SOURCE: Bloomsburg Summer Traineeship

AUTHOR(S): Pat Klobe

FORMAT: rattle

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-02 Fine Motor/Grasping
A1-02 Auditory/Auditory attention span

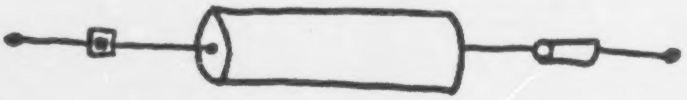
CONSTRUCTION MATERIALS:

6oz. juice can filled with pebbles
contact paper
1 pair shoe string
bolt
plastic cylinder toy

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cover the juice can with contact paper. String can on 2 shoe strings securely tied together with the knot inside the can.
A bolt from a pounding board and a plastic cylinder were tied on each end.



DIRECTIONS FOR USE:

Tie the toy across wheel chair arms or crib rails.

NRRC/P

Accession Number 90270

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05499

TITLE: Red and Green Game Board

SOURCE: Suburban Unit AUTHOR(S): H. Scott #34

FORMAT: Game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-18 Reading Readiness/ Rhymes

CONSTRUCTION MATERIALS:

3x5 cards
red and green markers
black marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make red and green game board and red and green cards with rhyming clues.

R	G	R	G	R	G	R
G						G
R						R
G	R	G	R	G	R	G

R

It starts
like help
and rhymes
with "we"

G

it starts like
did and rhymes
with gay

DIRECTIONS FOR USE:

Instruct player to throw die, move number of spaces indicated. If he lands on a green space, he picks a green card and follows directions. If he cannot answer, he must go back.

Accession Number 90271

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Word Pattern Train

SOURCE: Suburban Unit

AUTHOR(S): N. Murphy #30

FORMAT: Wall decoration

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-14 Vocabulary/Word Families, Patterns

CONSTRUCTION MATERIALS:
construction paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut construction paper in the form of a train, complete with black locomotive and colored cards.

illustration taped here

DIRECTIONS FOR USE: Use each car to reinforce a particular pattern ending. Student records new words as they are mastered on each pattern car. Student's school picture can be placed in the window of the locomotive. Eventually the "train" might stretch to the full length of the room.

NRRC/P

Accession Number 90272

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Pattern Cards

SOURCE: Suburban Unit
AUTHOR(S): H. Scott #34

FORMAT: Manipulative Materials
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-14	Vocabulary/Word Families, Patterns
D2-02	Phonics/Blend/Initial
D2-04	Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

3"x5" cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

$\boxed{\text{ike}}$ $\boxed{\text{bl}}$ $\boxed{\text{ind}}$ $\boxed{\text{b}}\boxed{\text{ike}}$

DIRECTIONS FOR USE:

Instruct student to place a letter card or blend card in front of pattern card to spell a word.

NRRC/P

Accession Number 90273

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Blue Rhyming Card Game

SOURCE: Suburban Unit

AUTHOR(S): H. Scott #34

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-18 Reading Readiness/Rhymes
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

Blue tagboard
3"x5" cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Place one word on each card, making sure each has a rhyming mate.

DIRECTIONS FOR USE: Instruct student to deal 5 cards to each player. Remaining cards are placed in center pile. Player must draw one card and discard one card on each turn. Player with most matched sets is the winner.

NRRC/P

Accession Number 90274

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Initial Consonant Red & Green Board Game

SOURCE: Suburban Unit
AUTHOR(S): H. Scott

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

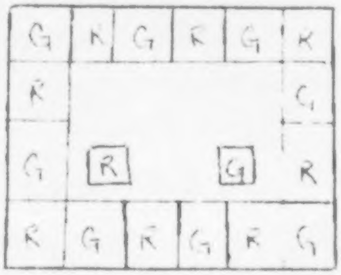
D2-04 Phonics/ Consonant/ Initial

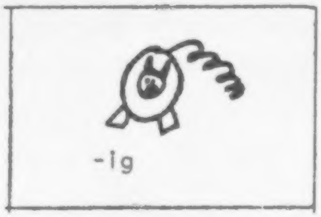
CONSTRUCTION MATERIALS:

posterboard
red & green magic markers
red & green cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)





DIRECTIONS FOR USE: Instruct players to throw die and move designated spaces, if red space, pick a card from red pile, green, from green pile. Player then says name of picture and gives initial consonant.

NRRC/P

Accession Number 90275

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Matching Board

SOURCE: Rural Unit

AUTHOR(S): N. Baldwin #34

FORMAT: manipulative materials

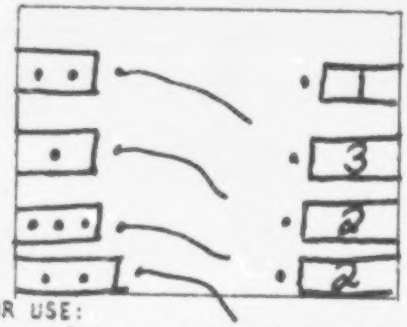
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F1-08 Numeration/Numeral Recognition

CONSTRUCTION MATERIALS:
board
tagboard
nails & string

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:
Instruct student to match dots with corresponding numeral.

NRRC/P

Accession Number 90276

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Numeral Acetate Practice Folder

SOURCE: Rural Unit

AUTHOR(S): Nancy Baldwin #34

FORMAT: Worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-06 Numeration/Numbers/Matching, Writing, Concept

CONSTRUCTION MATERIALS:

clear acetate folder
crayon
paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Block paper off in 10 sections with 1-3 small items in each section and a place for written numeral.

DIRECTIONS FOR USE: Use with clear acetate folder.

NRRC/P

Accession Number 90277

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Short Vowel Picture Flash Cards

SOURCE: Suburban Unit

AUTHOR(S): J. Hamilton #69

FORMAT: flash cards

EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-19 Phonics/Vowel/Short

CONSTRUCTION MATERIALS:
cards
felt tipped pen
magazines
glue or paste

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Select pictures of objects containing short vowel sound.

Attach to cards.

DIRECTIONS FOR USE: Vocabulary cards with picture clues for short vowel sound.

NRRC/P

Accession Number 90278

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: 'A' or 'An' Fill in Worksheet

SOURCE: Suburban Unit

AUTHOR(S): C. Hiltebeital #69

FORMAT: ditto sheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-01 English Grammar and Composition/Adjectives, Determiners

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. ______ apples
2. ______ kite
3. ______ bird
4. ______ ox
5. ______ fox
6. ______ cup
7. ______ Indian
8. ______ octopus
9. ______ jet
10. ______ elephant
11. ______ yak
12. ______ rock
13. ______ apron
14. ______ spoon
15. ______ wall

DIRECTIONS FOR USE:

Instruct student to fill in a or an for each of the items.

NRRC/P

Accession Number 90279

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Match and Clip Chart

SOURCE: Suburban Unit AUTHOR(S): Helen Scott #34

FORMAT: chart EDITOR(S): J. Martin

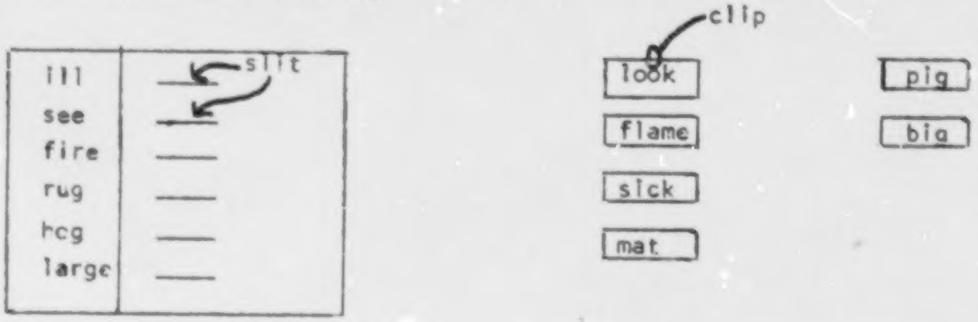
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-12 Vocabulary/Synonym
D5-02 Vocabulary/Antonym

CONSTRUCTION MATERIALS:
poster board
3"x5" cards
felt tipped marker
paper clips
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Instruct student to clip the correct word in each box.

NRRC/P

Accession Number 90280

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ________

TITLE: Short Vowel Clip Chart

SOURCE: Suburban Unit

AUTHOR(S): Helen Scott #34

FORMAT: chart

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

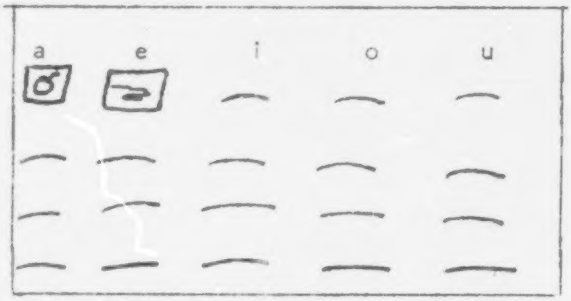
D2-19 Phonics/Vowel/Short

CONSTRUCTION MATERIALS:

poster board
scissors
3"x5" cards
pictures (short vowel sounds)

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Instruct student to place pictures in correct column corresponding to vowel sound.

Accession Number 90281

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Reinforcement Chart

SOURCE: Suburban Unit AUTHOR(S): Helen Scott #34

FORMAT: chart EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

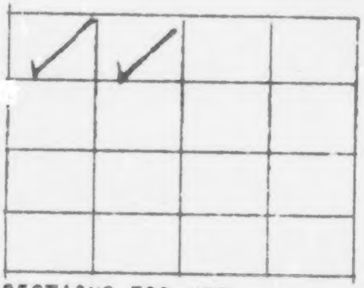
B1-07 Self/Motivation

CONSTRUCTION MATERIALS:

oaktag
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

When student successfully completes a predesignated task, he receives a red check on his chart.

NRRC/P

Accession Number 90282

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Fill in Missing Letter Worksheet

SOURCE: Suburban Unit

AUTHOR(S): Helen Scott #34

FORMAT: ditto sheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-02 Phonics/Blend/Initial
D2-22 Phonics/Vowel- Vowel Combination
D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. ___ap
2. ___ap
3. ___ap
4. ___ap

1. __ad
2. __ad
3. __ad
4. __ad

1. __ ap_
2. __ ap_
3. __ap__
4. __ __ap_

1. _ad_
2. _ad_
3. _ad_
4. _ _ad_

DIRECTIONS FOR USE:

Instruct student to fill in missing letters.

NRRC/P

Accession Number 90283

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Concentration Game

SOURCE: Suburban Unit

AUTHOR(S): H. Scott #34

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-02 Vocabulary/Antonym
D2-02 Phonics/Blend/Initial

CONSTRUCTION MATERIALS:
3"x5" cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1) Make a deck of cards, one word written on each card. Each card has another card which is an antonym.

2) Make a deck of cards, one word written on each card. Each card has another card which has a matching blend. (P. Wittenmyer M.U. #29)

DIRECTIONS FOR USE:

Place cards face down in a pile on the table. First player draws 2 cards, turning them face up. If a match, he keeps them, if not, cards are replaced at the bottom of pile and next player goes.

NRRC/P

Accession Number 90284

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Flash Cards

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: ____________ EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words
D1-20 Reading Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

1. practice for sight words, letter recognition
2. home study
3. spell words using cards and pronounce
4. pick rhyming words
5. student will copy letter or word from card while teacher pronouncing.
6. when a root word at is shown student will write down all rhyming words.

NRRC/P

Accession Number 90285

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Pop Stick Counter

SOURCE: ________ AUTHOR(S): ________

FORMAT: ________ EDITOR(S): ________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-13 Place Value Grouping

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

to show 1^s, 10^s, 100^s

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90286

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Everything Board

SOURCE: Suburban Unit AUTHOR(S): D. Rubinsohn #17

FORMAT: Game EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90287

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Numeral Tapes and Worksheets

SOURCE: Rural Unit

AUTHOR(S): Linda Varner #57

FORMAT: tape/worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-10 Auditory/Auditory Motor Integration

CONSTRUCTION MATERIALS:

tape recorder
tape

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Tape would instruct student to:

1) Write the numbers 1-30
2) Recite the numbers orally (1-30)
3) Given any three numbers up to 30, student will put them in numerical order.

DIRECTIONS FOR USE:

Instruct student to follow directions he hears on the tape.

NRRC/P

Accession Number 90288

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Slotted Addition Flashcards

SOURCE: Rural Unit

AUTHOR(S): Brenda Frawley #32

FORMAT: flashcards

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

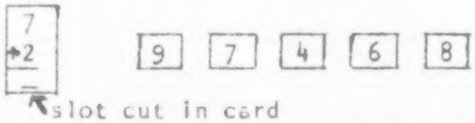
F2-02 Addition Facts

CONSTRUCTION MATERIALS:

oaktag
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



slot cut in card
addition fact cards & numeral card

DIRECTIONS FOR USE:

Instruct student to place the correct answer in the slot.

NRRC/P

Accession Number 90289

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Dimensional, Color Discrimination Game

SOURCE: Rural Unit AUTHOR(S): Nancy Baldwin #34

FORMAT: Game EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-03 Readiness/Color Concepts

CONSTRUCTION MATERIALS:

3D artificial red rose
yellow
blue } construction paper picture of
green red rose

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Gradually add different colored squares to choices.

Replace artificial rose with picture of rose.

Fading is used: from 3D artificial rose to picture of a rose to tracing a rose, outline, lighter outline, to a plain red shape.

NRRC/P

Accession Number 90290

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Root Word Practice

SOURCE: Suburban Unit

AUTHOR(S): Helen Scott #34

FORMAT: ditto

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3-04 Spelling/Spelling Rules
D4-08 Structural Analysis/Root Word

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Think of the rules you have learned and add "ing" to these words:

get
read
go
ride
have
work
do
win
sit
name
hope
walk
pull
hop
cut
drive
give
eat

DIRECTIONS FOR USE:

Instruct student to fill in the blanks.

NRRC/P

Accession Number 90291

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Press Your Luck

SOURCE: Suburban Unit AUTHOR(S): #92

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition facts

CONSTRUCTION MATERIALS:
construction paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make 10 cards and number them on one side from 1-10.

DIRECTIONS FOR USE: Place cards face down on the table. Instruct student to turn them up, one at a time, adding them as he goes. If he reaches 25 he gets 25 points plus 15 bonus points. If he stops before 25, he gets the face value of the cards. If he goes over 25, he gets no points at all.

NRRC/P

Accession Number 90293

SEP-LARC REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Visual Letter Cues

SOURCE: Suburban Unit   AUTHOR(S): B. Lukus #42

FORMAT: flash cards   EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Reading Readiness/Alphabet

CONSTRUCTION MATERIALS:

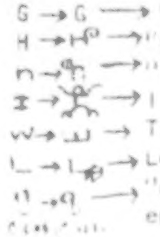
oaktag
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make flashcards for letters giving student particular difficulty. Draw each letter to look like something the student can remember (See attached sheet.)

DIRECTIONS FOR USE:



"Gee! it's a gorilla
"Horses - big and small "Horse begins with H,h"
"It's a picture of me - another name of me is I"
I changed W to look like two U's next to each other or "double U".
Transition back W was made after W was learned.
Looks like an arm bent at the EL-bow
"g" is toward beginning of alphabet - tail goes toward front "q" towards end of alphabet - tail goes toward back.

NRRC/P

Accession Number 90294

SEP-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Counting Tray for Concrete Objects

SOURCE: Rural Unit AUTHOR(S): B. Frawley #32

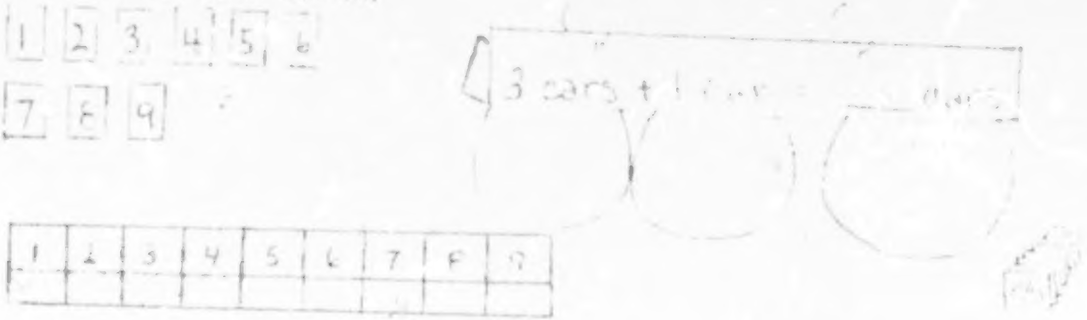
FORMAT: manipulative materials EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition Facts

CONSTRUCTION MATERIALS:
oaktag 2 large notebooks rings
felt tipped marker
apple tray
picture cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE: Instruct student to place picture cards in first section to correspond in number to 1st addend. Next, have student place picture cards in 2nd partition to correspond in number to 2nd addend. All cards are placed on number line. Student then selects corresponding numeral card and places it in slot cut in problem strip.

NRRC/P

Accession Number 90296

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Contraction Dittos

SOURCE: Suburban Unit AUTHOR(S): J. Hamilton #69

FORMAT: ditto masters EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D4-04 Structural Analysis/Contractions

CONSTRUCTION MATERIALS:

ditto masters

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

circle the letters that are left out:
Example: aren't

can't	can not
don't	do not
let's	let us
you're	you are
it's	it is
he's	he is

contraction match

cannot	didn't
I will	I've
did not	couldn't
I have	I'm
could not	can't
I am	I'll
does not	doesn't

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90297

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Number Family Ditto

SOURCE: Suburban Unit

AUTHOR(S): J. Hamilton #69

FORMAT: Ditto master

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F2-02 Addition/Addition Facts

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

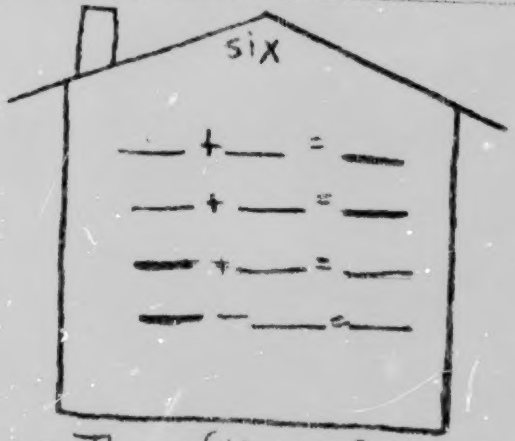
DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The field of {4, 2, 6}

□□ △
□□ △

4 squares
2 triangles } 6 shapes

4□ + 2△ = 6 shapes
__△ + __□ = __ shapes
__ shapes − __△ = __□
__ shapes − __□ = __△



The biggest number sits on the heavy line.

The {4, 2, 6} Family ○○○○ ●●

NRRC/P

Accession Number 90298

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Long and Short Vowel Discrimination Dittos

SOURCE: Suburban Unit

AUTHOR(S): J. Hamilton #69

FORMAT: Dittos

EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-17 Phonics/Vowel/Long

CONSTRUCTION MATERIALS:

ditto masters

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

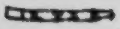
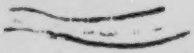
1. In each pair choose the one with a long vowel

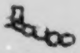
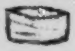
in night
fire will
many day
on no

he yes
see they
back bake
red read

go one
girl light
run blue
use truck

2. Long vowels - sounding out words

dime
ruler 
road 

bee 
cake 

3. Make new long vowel words:

cap__________
hot__________
her__________
kit__________
at__________

can__________
mat__________
pin__________
rat__________
hop__________

NRRC/P

Accession Number 90299

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Add "e" Flash Cards

SOURCE: Suburban Unit AUTHOR(S): J. Hamilton #69

FORMAT: flash cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

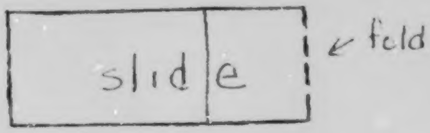
D2-17 Phonics/Vowel/Long
D2-11 Phonics/Phonic Rules

CONSTRUCTION MATERIALS:

cards
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



The card flips open after the 'd'.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90301

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Concentration for Equivalent Fraction

SOURCE: Suburban Unit AUTHOR(S): D. Rubinsohn #17

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F6-07 Fractions/Basic Concepts

CONSTRUCTION MATERIALS:

2x3 cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Prepare cards using different fractions and equivalent fractions:

a) 3/4 b) 1/2 c) 1/3 d) 1/4 e) 1/5 f) 1/6 g) 2/3

a) 6/8 b) 5/10 c) 3/9 d) 2/8 e) 2/10 f) 3/18 g) 4/6

DIRECTIONS FOR USE: 2 players: Place cards face down on table. First player turns over one card. He then turns over another card. If both cards make an equivalent fraction (1/2 and 5/10) the player states they are equivalent and keeps the match. If they are equivalent he goes again until he can't match any more. Non-matches are turned over again face down. The next player picks up 2 cards and play continues. Student having the most matches wins.

NRRC/P

Accession Number 90302

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Tic-Tac-Toe with Fractions

SOURCE: Suburban Unit

AUTHOR(S): D. Rubinsohn #17

FORMAT: cards

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F6-07 Fractions/Basic Concepts

CONSTRUCTION MATERIALS:

Tic-Tac-Toe Grid
Markers
3x5 cards-2 colors
answer sheets-2 colors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make cards containing fraction equivalents with answer sheets matching each set of cards.

$\boxed{\frac{5}{8} = \frac{10}{?}}$ $\boxed{\frac{1}{2} = \frac{?}{6}}$

DIRECTIONS FOR USE: Student answers missing element on his card. Other player checks the answer on the appropriate answer sheet. If correct, student places an X or O in the tic-tac-toe block. Play is continued like regular tic-tac-toe.

NRRC/P

Accession Number 90303

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Color Coded Flash Cards

SOURCE: Suburban Unit AUTHOR(S): J. Hamilton #69

FORMAT: flash cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-14 Phonics/Sound/Symbol Relationships

CONSTRUCTION MATERIALS:
cards
markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

/O/ words such as PROVE-black

LOVE-green

ONE-blue

COME-red

LONG /O/VOTE-brown

DIRECTIONS FOR USE:

NRRC/P

Accession Number 80308

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Snail Hopscotch Sight Vocab. Game

SOURCE: Suburban Unit AUTHOR(S): Hamilton #12

FORMAT: Game EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D 5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

Cards
game board
felt tipped markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make cards with student's sight vocabulary words

DIRECTIONS FOR USE:

Student turns card over, reads word and if correct, moves his markers on the board.

NRRC/P

Accession Number 90309

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Raindrops Keep Falling

SOURCE: USOE-MSU-RIMCHCY AUTHOR(S):

FORMAT: Game: ditto master EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:
Paper
Felt tip marker

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a sheet of paper draw an outline of an umbrella. Place letters of the alphabet inside the umbrella. Around the umbrella randomly place letters in various signs and positions.

DIRECTIONS FOR USE:

Present the sheet of paper and a crayon to the child. Instruct him to find a letter in the raindrops around the umbrella and the same letter in the umbrella, and then match them by drawing a line between them.

NRRC/P

Accession Number 90310

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Match -A-Color

SOURCE: USOE/MSU-RIMCHCY

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:
Commercial paint color charts
5"x7" cards
envelopes

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain two paint charts showing various densities of colors from a local paint dealer. Paste one of each density on the top of a 5"x7" card and make a small pocket or envelope at the bottom of the card. Paste one color of each density on small squares of cards.

DIRECTIONS FOR USE:

Present all cards and small squares showing density of a given color to the child. Instruct him to place the small square that is the same color of the square at the top of the card in each of the envelopes. Later mix two or three colors.

NRRC/P

Accession Number 90311

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Which Way

SOURCE: USOE-MSU-RIMCHCY AUTHOR(S): ______

FORMAT: paper strips EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:
paper
felt tip marker

CONSIDERATION FROM EDITOR(S):
Unsupervised, Supervised,
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut twenty strips of papers, each 2"x10", and divide each strip into five equal parts. The first part will contain a letter in vertical positions, only one being vertical.

DIRECTIONS FOR USE:
Present one strip to the child. Ask him to look carefully at the first letter and then the other four letters. Mark the letter that looks exactly like the first. Continue with the remaining strips.

NRRC/P

Accession Number 90312

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Scrambled Eggs

SOURCE: USOE-MSU - RIMCHCY
AUTHOR(S): ______

FORMAT: game; ditto master
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:
5"x7" cards

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On the left side of a 5"x7" card, draw a letter or symbol. On the right side draw several of the same letter or symbol, in various sizes and positions. Use different symbols and letters for each card.

DIRECTIONS FOR USE:

Present the cards and a brightly colored crayon to the child. Instruct him to look at the letter or symbol on the left and then mark all those that are the same on the right of the card.

NRRC/P

Accession Number 90313

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Letter Discrimination

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D1-20 Reading Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

paper, felt-tipped pen

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On twenty, 3"x5", squares of paper, print two letters, and on another twenty squares, print the same letters in the same order. When constructing the first set, use several orders and letters that may be similar in form.

DIRECTIONS FOR USE:

Present the one set of letters to the student and place the other set in random order on a table. Instruct the student ot take one card from the first set, find another on the table that matches it, and place them together.

NRRC/P

Accession Number 90314

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Heck-Nor Number Game

SOURCE: Middle Urban Unit

AUTHOR(S): Mrs. Heckler-School staff

FORMAT: game

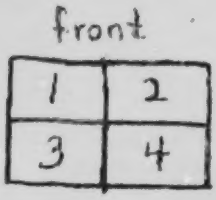
EDITOR(S): S. Mitchell

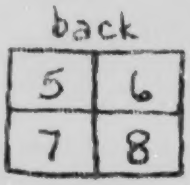
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F1-08 Numeral Recognition
F1-10 Number Words

CONSTRUCTION MATERIALS:
2 8½x11 cardboard pieces
10 popsicle sticks
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)





DIRECTIONS FOR USE:

Teacher calls out number and asks student to count that number of popsicle sticks and put them on the number.

NRRC/P

Accession Number 90316

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: String the Beads

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: Manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:
beads
long shoe string

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain a box of geometric beads in at least four different shapes and a long shoe string with a plastic tip.

DIRECTIONS FOR USE:
Place beads and shoe string on a table. Instruct the student to place four beads in a given pattern on the shoe string and then repeat the pattern several times.

NRRC/P

Accession Number 90317

SEP-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Find Me

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:
5"x7" cards
felt tipped pen

CONSIDERATION FROM EDITOR(S):
Unsupervised, Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a 5"x7" card draw three pictures of the same object, varying the size of each. Several cards can be made for independent or more intense work.

DIRECTIONS FOR USE:

Present a card to the student. Instruct him to mark the picture of the largest bear, the smallest cat, etc. The student may do several cards indepently by finding the smallest object in each group.

NRRC/P

Accession Number 90318

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Hidden Letters

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: paper game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide a sheet of paper into nine squares. In each square print, on the left, a small word or group of letters. On the right, print three words that are similar in configuration but only one of which contains the same grouping, such as lad and the words ladder, letter, and litter.

DIRECTIONS FOR USE:

Present the paper to the student. Instruct him to look at the group of letters on the left and the tree words on the right. Then tell him to decide which one of the three words contains the same combination as the one on the left and mark it.

NRRC/P

Accession Number 90319

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Puzzle Pictures

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: pictures
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:
pictures
felt tipped marker
scissors

CONSIDERATION FROM EDITOR(S):
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain two sets, containing ten pictures each, of large, brightly colored objects. Outline each set around the edges with a heavy black marker. Cut one set of pictures into four or five random pieces. Pictures could be cut from alphabet books, etc.

DIRECTIONS FOR USE:

Show the student the complete picture from one set. Present him with the same picture cut into pieces. Instruct him to fit the pieces together so that his picture looks exactly like the model.

NRRC/P

Accession Number 90320

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: What Is It?

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
overlay felt tipped marker	

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw a picture on an oeverlay for an overhead projector including some detail and several objects.

DIRECTIONS FOR USE:

Present the picture and allow the student view it for a small amount of time. Turn off the projector and cover part of the picture. Turn on the projector and ask the children to tell you what is under the covered part. Pictures of increasing complexity can be drawn.

NRRC/P

Accession Number 90321

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Keyhole

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: Worksheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:
2"x10" paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):
Supervised, Unsupervised
Individual
("Keyholes" could be cut out of construction paper for students having difficulty)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut ten strips of 2"x10" paper and divide them into five equal parts. On the first part draw an outline or "keyhole" of a word. On the next four parts, print words similar in outline shape but only one of which will exactly fit the outline shape.

DIRECTIONS FOR USE:
Place one strip in front of the student. Instruct him to look at the outline shape or "keyhole." Ask him to find the one word or key which will fit the outline or unlock the keyhole. Continue in the same way with the remaining strips.

NRRC/P

Accession Number 90322

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Line Them Up

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: MANIPULATIVE MATERIAL EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:
dowel stick
saw
5"x7" cards

CONSIDERATION FROM EDITOR(S):
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut ten lengths from a dowel stick ranging in length from one to five inches with a half inch difference between the lengths. On ten, 5"x7" cards, draw pictures fo the dowel sticks in corresponding lengths.

DIRECTIONS FOR USE:

Present the dowel sticks to the student. Ask him to find the largest to the smallest. When this has been completed, present the picture cards and instruct the student to find the tallest to the smallest picture. If he experiences difficulty, match two corresponding sticks to the picture for three-dimensional appreciation of size.

NRRC/P

Accession Number 90323

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: The Tree

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: teaching aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
E2-02 Handwriting/Cursive Handwriting
E2-08 Handwriting/Transition Handwriting

CONSTRUCTION MATERIALS:

large sheet of tagboard
scissors
paper clips

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a large sheet of tag board draw a tree. Cut ten slits on the branches. In each slit insert a paper clip. Cut twenty small flash cards. On ten of them print words. On the other ten, write the same words in cursive writing.

DIRECTIONS FOR USE:

Place the tag board tree on a wall at a convenient height for the student. Present the two sets of flash cards in random order to the student. Instruct him to read one print card, find the cursive writing card that says the same thing, and then hang them together on the tree.

NRRC/P

Accession Number 90324

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Figure-Ground Exercises

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-07 Visual/Visual Figure Ground
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:
Overlays for overhead
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On one overhead projector overlay draw many wavy lines. On other overlays draw outline pictures of familiar objects.

DIRECTIONS FOR USE:

Place one outline picture and wavy overlay on overhead projector. Instruct the student to name the picture. Continue with remaining pictures.

NRRC/P

Accession Number 90325

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Missing Parts

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

acetate sheet
overhead projector

CONSIDERATION FROM EDITOR(S):

Supervised, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On an acetate sheet, draw an object with a part missing, and three parts, one of which could fit. Use things such as stick figures with right or left arms or legs missing or sides of squares or triangles with pieces missing. The whole class can be involved of an overhead projector is used.

DIRECTIONS FOR USE:

Place the acetate sheet on an overhead projector. Instruct the students to look carefully at the object, decide what the missing piece is, and then choose one student to point out that missing piece.

NRRC/P

Accession Number 90326

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Find-A-Shape

SOURCE: SEIMC-MSU AUTHOR(S): ____________

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-04 Reading Readiness/Copy, Trace
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

tagboard
scissors
construction paper

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut three or four geometric shapes out of tagboard.

DIRECTIONS FOR USE:

Place the geometric shapes and a large sheet of construction paper in front of the student. Instruct him to randomly place the shapes on the paper, trace around them, outline them with a heavy black crayon or pen, and then color them.

Accession Number 90327

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Spell-A-Word

SOURCE: SEIMC-MSU
AUTHOR(S): -

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

oaktag
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Supervised, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw letters of the alphabet on large cards. On other large cards print, in very, very large type, simple words such as run, see, look, etc.

DIRECTIONS FOR USE:

Present one alphabet card to each student and line them up in the front of the room. Show one word card, such as 'run', to the group. The student holding 'r' will come up first, the 'u' next and the 'n' last.

Accession Number 90328

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Put It In the Pocket

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D1-20 Reading Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

5"x7" cards

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw letters on the top of 5"x7" cards and construct a small pocket at the bottom of each card. On small squares, draw letters in various position, having several different positions for each letter.

DIRECTIONS FOR USE:

Present cards and small squares to the student. Instruct him to match the letters on the squares to those on the cards. A small group of students may play a game similar to fish by giving each student several cards and dealing letters on small squares out to the group.

NRRC/P

Accession Number 90329

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Rhyming Words

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: Wordsheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-18 Reading Readiness/Rhymes

CONSTRUCTION MATERIALS:

paper and pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On the left side of a sheet of paper write a list of words. On the right side write a list of rhyming words in different order than on the left. Be sure the last part of the rhyming words is the same in each column.

DIRECTIONS FOR USE:

Present the sheet of paper and a pencil or crayon to the student. Instruct him to look at the first word in the left column, and then to look at the column on the right and find a word that rhymes or ends like the first and draw a line to it.

NRRC/P

Accession Number 90330

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Letter Discrimination

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulatives

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-20 Reading Readiness/Letter Recognition
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

Wooden circle
stick
paper and pen

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw pictures of the lower case manuscript letters b,d,p, and q. Obtain a wooden outline of a circle and a long rectangular stick.

DIRECTIONS FOR USE:

Place the circle and the stick on a table. Present a picture of one letter to the student. Instruct him to put his circle and stick together so that it looks just like the letter in the picture.

NRRC/P

Accession Number 90331

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Color Me

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-03 Reading Readiness/Color Concepts
D1-04 Reading Readiness / Copy, Trace

CONSTRUCTION MATERIALS:

2 Coloring Books

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain two sets of ten pictures each. Both sets have the same picture, but one is colored and the other left blank. Two simple coloring books may be purchased and then one may be colored.

DIRECTIONS FOR USE:

Present crayons and one picture from each set to the child. Instruct him to color the second picture so that it looks exactly like the first. Continue until all sets have been presented.

Accession Number 90332

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Finish The Shape

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:
12"x12" cards
felt tipped pen
clear plastic acetate

CONSIDERATION FROM EDITOR(S):
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain ten, 12"x12" cards divided in half. On the left side, draw outlines of various shapes. On the right side, draw a partially completed outline of the same shape. Obtain a piece of clear plastic acetate to be placed over the right side.

DIRECTIONS FOR USE:

Present one card to the student. Instruct him to look carefully at the first picture, then, using his crayon, make the second picture look like the first. If it is incorrect, erase the marks from the acetate and try again.

NRRC/P

Accession Number 90333

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Lotto

SOURCE: SEIMC-MSU

AUTHOR(S): ______

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D1-20 Reading Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

heavy posterboard
oaktag
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Construct four game boards 12"x12" each, and divided them into nine equal parts. In each part, place three, letter combinations. Construct the four boards similar to each other, but vary the middle letter in each combination Construct thirty-six 3"x3" call cards to match the letter combinations on the game board.

DIRECTIONS FOR USE:

Each student playing the game receives a game board. Scatter the call cards face down on the table. As each student takes a turn, he chooses a call card, reads the letter combination, and shows it to the other players. The player having the matching combination places it on his game board.

NRRC/P

Accession Number 90334

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Toss Away

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

cardboard barrel
3"x5" cards
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain one cardboard barrel about one foot high, and cover it with brightly colored paper. Draw ten various configurations on 3"x5" stimulus cards. Draw on three other cards, configurations similar in position to those on the stimulus cards but only one exactly the same. There will be thirty cards and ten stimulus cards.

DIRECTIONS FOR USE:

Place the barrel on the floor next to the table. Present the student with three cards similar to a given stimulus card. Then display the stimulus card and instruct the student to "toss away" those cards which are not the same as the stimulus cards. Proceed in the same manner with each set.

NRRC/P

Accession Number 90335

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Guess the Objects

SOURCE: SEIMC-MSU   AUTHOR(S): ______

FORMAT: game   EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:
black construction paper
scissors

CONSIDERATION FROM EDITOR(S):
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut pieces of black construction paper into 1/2" squares.

DIRECTIONS FOR USE:

Place black squares on a white sheet of paper in a given shape or object form. Instruct the student to name the object you have constructed. Allow the student to make objects with the squares for others to guess.

NRRC/P

Accession Number 90336

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Climb the Ladder

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

cards, scissors
paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut six cards into 2" squares. On each square, draw a circle varying in density from very light to very dark. On another sheet of paper, draw a ladder with a least 2" between each rung.

DIRECTIONS FOR USE:

Place the picture of a ladder in front of the student and the circles in random order. Instruct the student to find the lightest circle and place it on the bottom rung, find the next lightest, etc., until he has climbed the ladder with the darkest circle on the top.

Accession Number 90337

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Letter Lotto

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-20 Reading Readiness/Letter Recognition
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:
9"x12" tagboard
3"x3" square of tagboard

CONSIDERATION FROM EDITOR(S):
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Construct several game boards out of 9"x12" tag board, placing six letters on each card. Cut 3"x3" squares of tag board and place one incomplete or non-contiguous letter on each one.

DIRECTIONS FOR USE:

Present one game card to each student place the small squares face down on the table. The first player chooses a letter, Indentifies it, and the others look for that letter on the game cards. To increase the difficulty and length of the game, use manuscript and cursive letters in upper and lower case.

Accession Number 90338

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Take Away

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulatives

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part Whole Relationship
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

5"x7" cards
popsicle sticks or clothespin

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On 5"x7" cards draw several stick figures with one missing part such as an arm or leg. On a black piece of paper, construct a stick figure with all its parts, using popsicle sticks or clothespins.

DIRECTIONS FOR USE:

Present the clothespins stick figure and one stimulus picture to the child. Instruct him to remove one of the clothespin so that his figure looks like the model.

NRRC/P

Accession Number 90339

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Matches

SOURCE: SEIMC-MSU

AUTHOR(S): ____

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut twenty strips of paper each 1"x8½". On each strip, write a three letter grouping at the beginning, and four other letter groupings which are similar, but only one is exactly the same. Groupings which may be used are: men, man, mon, men, mun.

DIRECTIONS FOR USE:

Present the strips to the student. Instruct him to look at the first grouping then find another which is exactly like it and mark it.

NRRC/P

Accession Number 90340

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Put Togethers

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

3"x5" cards

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small Group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On 3"x5" cards, draw shapes such as circles or square with an opening in one part. Draw another set of cards exactly the same and cut them in half.

DIRECTIONS FOR USE:

Present one whole picture of a drawing and its match that is cut in half. Instruct the child to place the two pieces together to match the stimulus picture.

NRRC/P

Accession Number 90341

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Cross Out

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

8½"x11" paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide an 8½"x11" piece of paper into eleven equal rows, one inch apart. On each row, draw five forms, all of which are in the same position except one. Rectangles, triangles or non-geometric shapes may be used.

DIRECTIONS FOR USE:

Present the paper to the student. Instruct him to cross out the one figure in each row that is in a different position.

NRRC/P

Accession Number 90342

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Complete It

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-04 Reading Readiness/Copy, Trace
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide ten sheets of paper in half. On one side, draw completed figures such as tables or faces. On the other side, draw the same object with one detail missing, such as a table leg or facial part.

DIRECTIONS FOR USE:

Present the sheets of paper to the student. Instruct him to look at the first picture and then draw some parts to make the second one look like the first.

NRRC/P

Accession Number 90343

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Pattern Detail

SOURCE: SEIMC-MSU

AUTHOR(S): ______

FORMAT: paper strips

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

paper
felt tipped marker
scissors

CONSIDERATION FROM EDITOR(S):

Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut ten strips of paper, each 8½"x2". On each strip, draw a pattern of symbols such as geometric shapes or letters. Repeat each pattern at least once.

DIRECTIONS FOR USE:

Present the strips to the student. Instruct him to name the next letter or shape in the pattern. If he is able, he may draw the next shape in the pattern.

NRRC/P

Accession Number 90344

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Hang the Laundry

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: cards
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-06 Reading Readiness/Designs, Patterns
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

Oaktag
felt tipped marker
clothesline
paper clips

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On small cards draw pictures of shapes or letters. Be sure to repeat each shape or letter several times so that it can be used in a pattern. Hang a string or wire at a convenient length for the child. Use clothespins or paper clips to fasten shapes to the line.

DIRECTIONS FOR USE:

Hang a pattern of shapes or letters on the clothesline. Instruct the student to look carefully at the pattern, then look through the cards, find the next shape in the pattern, and hang it on the line.

NRRC/P

Accession Number 90345

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Puzzles To Make

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-05 Reading Readiness/Cut, Paste, Position

CONSTRUCTION MATERIALS:

magazine pictures
scissors
paste
tagboard

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut one brightly colored picture from a magazine or storybook for each child. Provide a piece of tagboard for each picture.

DIRECTIONS FOR USE:

Present one picture and a piece of tagboard to each student. Instruct the student to paste the picture on tagboard, then cut pictures into several puzzle pieces. Students may make their own puzzles or trade with others.

NRRC/P

Accession Number 90346

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Picture House

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-04 Phonics/Consonant/Initial
D2-14 Phonics/Sound/Symbol Relationship

CONSTRUCTION MATERIALS:

- tagboard
- scissors
- magazine
- felt tipped pen
- pictures
- large envelopes

CONSIDERATION FROM EDITOR(S):
Supervised, Individual, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw or cut from a magazine several pictures of objects beginning with the letters h, d and m. Cut three pieces of tagboard into the shape of a house. Paste a large envelope on each house. On each roof write the letters h, d and m.

DIRECTIONS FOR USE:

Present the pictures and the houses to the student. Instruct the child to look at the pictures, and place them in the house that has the same beginning sound.

NRRC/P

Accession Number 90347

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Flashlight

SOURCE: SEIMC-MSU
AUTHOR(S): ______

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

flashlight

CONSIDERATION FROM EDITOR(S):
Individual, Supervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Darken the room and flash the flashlight in a given pattern such as up and down, two quick flashes, and then a long one. Instruct the student to repeat the pattern you have made.

NRRC/P

Accession Number 90348

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Leaf Pattern

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain several samples of different kinds of leaves, or take a small group of children on a walk and allow them to choose their own leaves.

DIRECTIONS FOR USE:

Present the leaves in random. Instruct the student to find all the leaves of one kind in a pile, all of another in another pile, etc.

NRRC/P

Accession Number 90349

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Anagrams

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
E3-05 Spelling/Spelling Words

CONSTRUCTION MATERIALS:
tagboard
felt tipped pen

CONSIDERATION FROM EDITOR(S):
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut tagboard into 104, 1" squares. On each square write a letter of the alphabet. There will be four complete sets.

DIRECTIONS FOR USE:

Place all cards face down on a table. Each player draws five letters and tries to arrange them in a word. Players draw letters until one person can make a word. As each word is made, a point is given to that player. The student with the most points is the winner.

NRRC/P

Accession Number 90350

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Take Away

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

small toys or other items
tray

CONSIDERATION FROM EDITOR(S):

Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION: (ADAPTATION CONSTRUCTION) Arrange several objects such as toys or dishes on a table or tray.

DIRECTIONS FOR USE: Present the objects to the students. Allow the students to look at the objects for a given amount of time. Tell them to close their eyes and remove one item. The students then open their eyes and guess what was removed.

NRRC/P

Accession Number 90351

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Concentration

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
E2-08 Transition Handwriting

CONSTRUCTION MATERIALS:

tagboard
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Cut fifty-two 3" x 3" cards out of tagboard. On one half of them print, in manuscript, words having a similiar outline shape in cursive. On the other half write, in cursive writing, the same words.

DIRECTIONS FOR USE: Place all cards face down in random order on a table. The first player turns over one card and then another, trying to match the manuscript and cursive pair. If he does not succeed, he must return the cards to their face down position. If he does succeed, he receives another turn. The player with the most pairs is the winner.

Accession Number 90352

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Button Box

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-02 Reading Readiness/Classify, Categorize
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
buttons of various sizes box	Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) In a box, place different types of buttons such as round, square, two-holed, four-holded, etc. of various colors.

DIRECTIONS FOR USE: Present the box to the student. Instruct him to find all the buttons of a given kind such as round, two-holed, etc.

NRRC/P

Accession Number 90353

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ______

TITLE: Objects

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-02 Reading Readiness/Classify, Categorize

CONSTRUCTION MATERIALS:
pictures of household articles

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Cut several pictures of articles from magazines such as chairs, tables, houses animals, etc.

DIRECTIONS FOR USE: Present the pictures to the student. Instruct him to place all the pictures of chairs in one pile, the houses in another, the tables in another, etc.

Accession Number 90354

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Dominoes

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:
blue and green tagboard
felt tipped marker

CONSIDERATION FROM EDITOR(S):
Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Make two sets of ten dominoes, each constructed out of tagboard in two colors, blue and green. Place pictures of geometric shapes in different sizes and colors on each set of dominoes so that they can be exactly matched.

DIRECTIONS FOR USE: Place dominoes all face up on a table. Instruct the student to match them exactly.

NRRC/P

Accession Number 90355

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Make a Letter

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-04 Phonics/Consonant/initial

CONSTRUCTION MATERIALS:

coloring book or magazine pictures

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Obtain a picture or scene showing some detail from a coloring book or magazine.

DIRECTIONS FOR USE: Present the picture or scene to the student. Instruct him to look carefully at each object in the picture, listen for its beginning sound, and write the letter on the object.

NRRC/P

Accession Number 90356

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Find the Name

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: worksheet EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Divide a sheet of paper into nine squares. In each square draw a picture. Write three words with similar sequence or configuration next to each picture, one of whch is the correct name for the picture, for example, a picture of a ham with the words ham, hem, and him written by it.

DIRECTIONS FOR USE: Instruct the student to look at the picture, then find its name, and mark the name. Instead of pictures on the left square, words may be used.

Accession Number 90358

SER-LARS REPORT D-3

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Sentence Discrimination

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: paper strips EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On ten strips of paper, write simple sentences such as "See Tim go". Vary only the middle words. On ten other strips write the same sentences. More complex sentences may be constructed as the child becomes more proficient.

DIRECTIONS FOR USE:

Present one strip from the first set to the student and then the second set in random order. Instruct him to find the sentence that is exactly like the stimulus.

NRRC/P

Accession Number 90359

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Size Discrimination

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

5" x 7" cards
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On 5" x 7" cards draw three shapes which are all the same but are different sizes. A different shape may be used on different cards.

DIRECTIONS FOR USE: Present the cards to the student and instruct him to mark the smallest shape on each card.

NRRC/P

Accession Number 90360

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Place It

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

popsicle sticks
cards

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain several popsicle sticks. Cut half of them into half and third lengths. On small cards, outline models of the popsicle sticks. Use several sticks and several lengths on each card.

DIRECTIONS FOR USE: Present one stimulus card and several sticks in all lengths to the student. Instruct him to place the sticks on the table in the same position as they are on the card.

NRRC/P

Accession Number 90361

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Which Way

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-07 Reading Readiness/Directionality

CONSTRUCTION MATERIALS:
pictures of cars and trucks

CONSIDERATION FROM EDITOR(S):
Supervised, Individual, Small Group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Obtain pictures of cars or trucks from a magazine showing several vehicles in one picture going in various directions.

DIRECTIONS FOR USE: Place one picture in front of the student. Instruct him to look carefully at the picture and then decide which trucks would go in the same direction if they were all started at the same time.

NRRC/P

Accession Number 90362

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ________

TITLE: Match the Clothespins

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-06 Reading Readiness/Designs, Patterns
A2-04 Visual/Visual Constancy

CONSTRUCTION MATERIALS:

clothespins, other small articles
black construction paper

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Obtain several clothespins of two different kinds, and two pieces of black construction paper.

DIRECTIONS FOR USE: Place two types of clothespins in a pattern on a sheet of black construction paper. Instruct the student to look carefully at the pattern and then repeat it. Other items such as silverware, buttons, crayons, etc., can be used.

NRRC/P

Accession Number 90363

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL ADAPTED FROM MATERIAL NUMBER ______

TITLE: Guess Me

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: picture EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Draw ten pictures showing dotted outlines of geometric shapes or familiar objects.

DIRECTIONS FOR USE: Present one picture to the student. Instruct him to tell you the name of the object pictured. If he is able to identify the picture he may outline and color it.

NRRC/P

Accession Number 90364

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Which Way

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-07 Reading Readiness/Directionality

CONSTRUCTION MATERIALS:

picture of car
car

CONSIDERATION FROM EDITOR(S):

Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Obtain ten pictures of cars or trucks and one three-dimensional model of a car of truck.

DIRECTIONS FOR USE: Present one picture of a car and the model to the student. Instruct him to place his car on the table so that it will go the same way as the car in the picture.

NRRC/P

Accession Number 90365

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Shapes

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

paper
cardboard
scissors, felt tipped pen

CONSIDERATION FROM EDITOR(S):

Supervised, Individual,
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Draw ten pictures of geometric shapes, each picture containing two geometric shapes overlapping in some way. Cut heavy cardboard models of the geometric shapes used in the pictures.

DIRECTIONS FOR USE: Place the geometric shapes on the table in front of the student. Present one picture. Instruct the student to find the shapes used in the picture and place them on the table in the same way as they are in the picture.

NRRC/P

Accession Number 90366

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Letter Discrimination

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: worksheet EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

lined paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):

Supervised, Unsupervised,
Individual, Small group
Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) On alined sheet of paper, draw one letter at the left. On the right, draw several letters, some of which are the same as the first. Different letters may be used on different lines.

DIRECTIONS FOR USE: Present the paper and a crayon or pencil to the student. Instruct him to look carefully at the first leeter in each line, and then find and mark all those in the line that are the same as the first letter.

NRRC/P

Accession Number 90367

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Comic Strips

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-03 Comprehension/Non Reading
D3-14 Reading Comprehension/Sequence of Events

CONSTRUCTION MATERIALS:

comic strips
scissors
cards

CONSIDERATION FROM EDITOR(S):

Supervised, individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Cut a comic strip showing three or four different frames from a card.

DIRECTIONS FOR USE: Present the cards with the comic strip frames in random order to the child. Instruct him to look carefully at each frame and the place them in the order in which the activities happened.

NRRC/P

Accession Number 90368

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Printing Art Exercises

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part Whole Relationships

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
construction paper water colors	Supervised, Individual Small Group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Cut a simple object, such as a bird, in three or four pieces out of construction paper. Obtain two large sheets of construction paper and a thick-consistency mixture of water colors.

DIRECTIONS FOR USE: Present the pieces of the object to the student. Instruct him to put them together to make a bird. With a roller brush, let the student roll the entire sheet of construction paper. Place the object, in correct form. on the paper then place the second sheet of construction paper on top and press firmly all over. The outline shape of the object will remain white and the rest of the paper will be colored.

NRRC/P

Accession Number 90369

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Match-A-Form

SOURCE: SEIMC-MSU   AUTHOR(S):

FORMAT: manipulatives   EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

construction paper
scissors

CONSIDERATION FROM EDITOR(S):

Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a sheet of (" x 12" construction paper, draw seven geometric shapes in a column. Divide the paper in half, leaving the squares opposite the shapes blank. Cut seven small squares which can be fit into the blanks. On each small square draw the same geometric shape as on the large paper.

DIRECTIONS FOR USE: Place the large paper and seven small squares in random order on a table. Instruct the student to choose one small square, look at it carefully, then place it in the square next to the one it matches.

NRRC/P

Accession Number 90370

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Picture House

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: teaching aid
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-02 Reading Readiness/Classify, Categorize

CONSTRUCTION MATERIALS:
tagboard
scissors
envelopes
cards

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut three roof peaks along the top of an 18"x24" piece of tagboard. On each roof draw a circle, a square, and a triangle. Paste an envelope below each peak. On small cards cut or draw several objects containing either circles, such as clocks, squares, such as houses; or triangles as in a ship's sail.

DIRECTIONS FOR USE:

Place the large house in front of the student and present the small squares of objects. Instruct him to look at each object, decide with which shape it will best fit, and place it in the envelope under the shape.

NRRC/P

Accession Number 90371

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Definitions

SOURCE: SEIMC-MSU

AUTHOR(S): ______

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-15 Vocabulary/Word Meaning

CONSTRUCTION MATERIALS:

paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

Supervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide a sheet of paper into sixteen squares. In each square draw or paste a picture of an object. For a group game several different sheets can be made with slightly different pictures.

DIRECTIONS FOR USE:

Present a sheet of paper and several markers to each student playing the game. State a definition of one of the objects on the sheet of paper, if the student has that object he may cover it with a marker. The first student cover all sixteen objects says, "Definitions" and is the winner.

NRRC/P

Accession Number 90372

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Climb the Mountain

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: maniplatives

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:
paint color chart
paper
felt tipped marker

CONSIDERATION FROM EDITOR(S):
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain a paint color chart from a local dealer showing various densities of any color. Cut the paint colors in small squares, place a piece of tape on the back of each and randomly tape them to a sheet of paper. On another sheet of paper, draw a picture of a mountain with as many steps as densities of colors.

DIRECTIONS FOR USE:

Present the picture of the mountain and the paper containing the squares of color to the student. Instruct him to climb the mountain by placing the darkest color on the bottom step and work up to the lightest color.

NRRC/P

Accession Number 90373

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Picking Apples

SOURCE: SEIMC-MSU AUTHOR(S): ______

FORMAT: chalkboard game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:
Chalk

CONSIDERATION FROM EDITOR(S):
Supervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw a large tree on the chalk board with several apples in it. On each apple place a card which has tape on the back, and which contains a given configuration. On separate cards, draw the outline configuration of the words in the tree.

DIRECTIONS FOR USE:

Present one student with the outline configuration of a word. Instruct him to pick a word from the tree which matches that configuration. If he gets it correct, he may keep the "apple" or word. The student receiving the most apples is the winner.

NRRC/P

Accession Number 90374

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Look Carefully

SOURCE: SEIMC-MSU AUTHOR(S): ________

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

pictures

CONSIDERATION FROM EDITOR(S):

Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Obtain ten brightly colored pictures containing detail. These could be cut from a magazine or story book.

DIRECTIONS FOR USE:

Present one picture to the student. Instruct him to point to a given object in the picture.

NRRC/P

Accession Number 90375

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Find Me

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
paper pictures	Supervised, individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut ten strips of 2"x10" paper. On each strip draw or paste frive pictures of familiar objects.

DIRECTIONS FOR USE:

Present one strip to the student. Ask him to identify, by pointing, one picture in the strip that the teacher names.

NRRC/P

Accession Number 90376

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Worksheets to Accompany-Go Dog Go

SOURCE: Suburban Unit AUTHOR(S): Kaplan # 77

FORMAT: ditto EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-17 Read. Readiness/Relationship
D1-18 Read. Readiness/Rhymes
D5-17 Vocabulary/Word Pictures Match

CONSTRUCTION MATERIALS:

dittos
pen

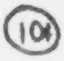
CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples of the worksheets:

1. big
little

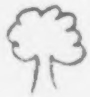
2. Look at picture and circle the word that rhymes with it.

time
the
do



3. Draw a line to tell what the picture is.

It is a tree.
It is a house.



NRRC/P

Accession Number 90377

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Number Match Card Game

SOURCE: Urban Unit

AUTHOR(S): Gail Handler # 18

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-06 Numeration/Numbers (Writing, Matching, Concept)
F1-10 Numeration/Number Words

CONSTRUCTION MATERIALS:

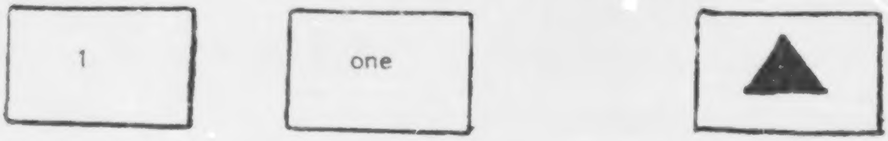
cardboard
ruler
marker
scissors

CONSIDERATION FROM EDITOR(S):

two players

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

6 number cards, 6 number word cards, 6 picture cards for each number



DIRECTIONS FOR USE: 1. Each category is placed on the table in separate piles. The object is to match up a set consisting of number cards, word number cards and picture cards all for the same number concept. Student with the greater number of sets after all the cards are matched is the winner.

2. All cards are placed in one deck. Each player gets six cards. The game proceeds similary to FISH. Three cards are needed for a set (one fron each category).

3. As independent word, the student arranges three piles on the desk and matches number concept cards with appropriate cards from other piles. Time limits may be established to keep the game challenging.

NRRC/P

Accession Number 90378

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Worksheets to Accompany Ten Apples To Go Up!

SOURCE: Suburban Unit AUTHOR(S): Kaplan #77

FORMAT: dittos EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
D1-18 Reading Readiness/Rhymes
D5-17 Vocabulary/Word Picture Match

CONSTRUCTION MATERIALS:

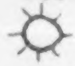
dittos

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

1. Look the picture. Draw a line under the word for it.



sun some see

2. 2. Look at the picture. Circle the word that rhymes with it.
3 some it see

3. Write the words that rhymes with the word underlined.
I can see.
Up a ____. sun tree

NRRC/P

Accession Number 90379

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Winning Touch

SOURCE: Suburban Unit

AUTHOR(S): D. Rubinsohn #17

FORMAT: game

EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:
illustration board
1" oaktag squares
ruler

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On board draw grid:

1	2	3	4	5	6
2					
3					
4					
5					
6					

1 ←→ 9

↕

9

On squares print all addition facts or multiplication facts to complete grid.

DIRECTIONS FOR USE: All squares are face down - Each player picks a square. The highest number goes first. Each player then draws 11 more squares. The first player places a square anywhere on the board corresponding to a fact. The next player to the left places a square touching the first square - (diagonally, vertically or horizontally) corresponding to a fact. If he cannot play he draws another square until he can touch a square on the board. The first player to play out all his squares is the winner.
(Blank squares may be used to represent any fact.)

A wrongly placed square may be challenged and a penalty given. (Example: Draw 2 more squares) - To shorten the game, the player with fewest squares left, is the winner.

NRRC/P

Accession Number 90380

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Quotation Marks in Statement and Question

SOURCE: Suburban Unit

AUTHOR(S): V. Robinson # 20

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-18 English Grammer/Punctuation

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples:

1. Tat said I am a mat
2. Tam said I see Tat
3. The rat said I see the ram
4. The rat said Is Tat a mat

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90381

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Quotation Marks with Questions

SOURCE: Suburban Unit AUTHOR(S): V. Robinson #20

FORMAT: worksheet EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-18 Engish Grammer/Punctuation

CONSTRUCTION MATERIALS:

ditto
pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples:

1. Mary said can Jeff play ball.
2. Tom said Is Tat a cowboy
3. Mike said Is Sam a man
4. Tom said Is Tat a mat

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90382

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: New Vocabulary Baseball Game

SOURCE: Suburban Unit

AUTHOR(S): J. Scott #34

FORMAT: game

EDITOR(S): S. Mitchell

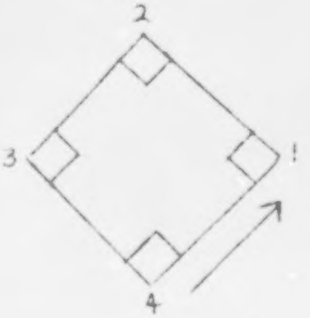
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Teacher "pitches" new vocabulary words written on round tagboard to play. If he gets word correct, he moves to the next base. If he is wrong, he is out. Winner has most runs at end of game. Adaptive for math facts.

NRRC/P

Accession Number 90383

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: B and D Reversal Cards

SOURCE: Suburban Unit

AUTHOR(S): R. Coe #42

FORMAT: cards

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Vocabulary/Sight Words
D1-07 Readiness/Directionality

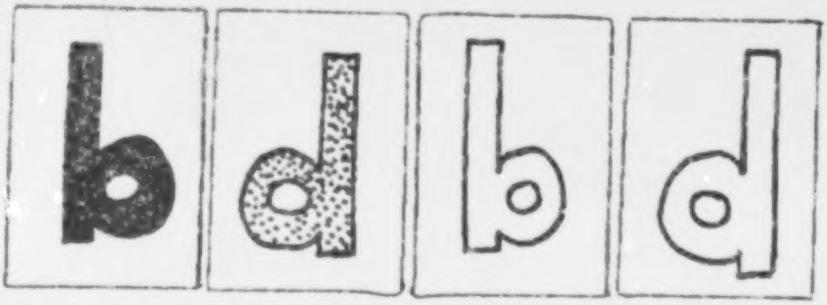
CONSTRUCTION MATERIALS:

oaktag
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 2"x3" cards.



Several word cards with words beginning with "b" and "d".

DIRECTIONS FOR USE:

Student knows black starts with B and dot starts with D.

As preparation for pupils reading words correctly, pupil was given the visual aid.

Student recognizes letters with these cards. Fading is used by using letters that have no dots and aren't colored black. Letter size was paired.

Other cards were printed with words beginning with "b" and "d".

NRRC/P

Accession Number 90384

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Numeral Word Recognition Posters

SOURCE: Suburban Unit AUTHOR(S): Ken Gordon #31

FORMAT: poster/chart EDITOR(S): S. Mitchell

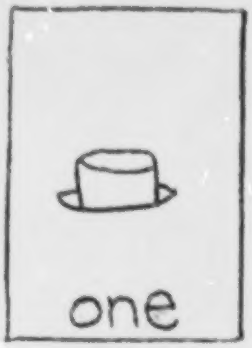
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

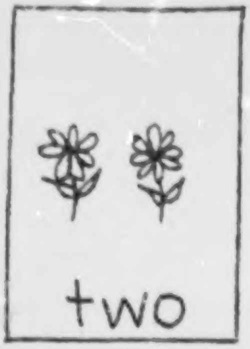
F1-10 Numeration/Number Words
F1-06 Numeration/Numbers

CONSTRUCTION MATERIALS:
Construction paper or oaktag
markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)





DIRECTIONS FOR USE:

Present posters one at a time-counting the objects and reading the number word.

As an independent activity the student may copy the numeral word and draw that many objects.

NRRC/P

Accession Number 90385

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Ordinal/Cardinal Number Words

SOURCE: Suburban Unit

AUTHOR(S): Ken Gordon #31

FORMAT posters

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

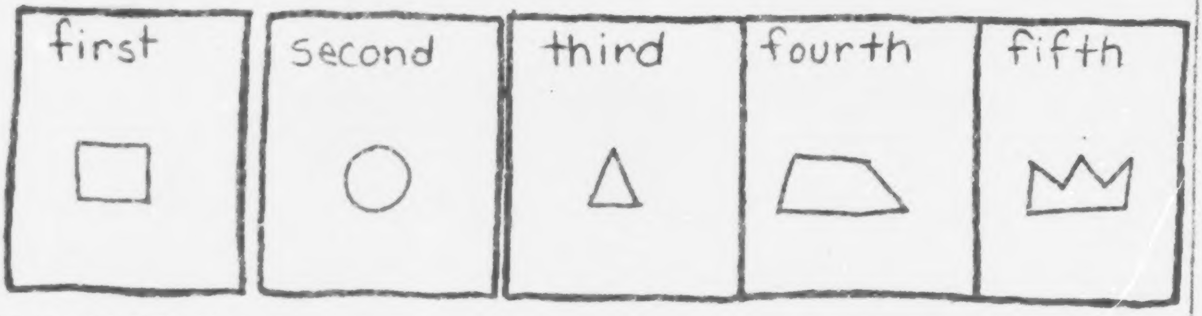
F1-12 Numeration/Ordinal concepts

CONSTRUCTION MATERIALS:

construction paper oaktag
markers
ruler

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Teacher asks questions such as "What place is the triangle in?" The student says "The triangle is in the third place."

NRRC/P

Accession Number 90388

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Alphabet Bingo

SOURCE: Middle Urban

AUTHOR(S): D. Johnson #08

FORMAT: game

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-01 Readiness/Alphabet
D1-20 Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

- oaktag
- ruler
- marker
- bingo markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide each piece of oaktag into 9 squares. Put different letters randomly in the squares.

DIRECTIONS FOR USE:

Show magnetic letter as you call name of letter child covers letter on Bingo board.

NRRC/P

Accession Number 90389

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Contraction Match

SOURCE: Suburban Unit AUTHOR(S): D Rubinsohn # 17

FORMAT: card game EDITOR(S): ______

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D4-04 Structural Analysis/Contractions

CONSTRUCTION MATERIALS:
oaktag
marker
scissors
rulers

CONSIDERATION FROM EDITOR(S):

2 - 4 players

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 2"x3" cards. Print contraction words on one set and long form on another.

can't

can not

DIRECTIONS FOR USE:

Game is played like fish, matching cards are placed face up and student states, "I match 'I am' with 'I'm'." Student with the most matches wins.

NRRC/P

Accession Number 90390

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Sewing Card/Cover exposing one hole at a time

SOURCE: Western Unit

AUTHOR(S): C. Ball #05

FORMAT: card

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

card
felt tipped marker
pick
shoe string

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw picture on card using pick to make holes as in commercial sewing cards. Make paper cover so that holes can be exposed one at a time.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90391

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Making Pairs Card Game

SOURCE: Suburban Unit AUTHOR(S): H. Scott #34

FORMAT: card game EDITOR(S): ________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D5-12 Vocabulary/Synomym

CONSTRUCTION MATERIALS:
3"x5" cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make a deck of cards with one word written on each card. Each card has another card which is a synonym.

DIRECTIONS FOR USE:

Pass out six cards to each person, placing remainder in pile in center. First player draws one card from center pile and then discards one card. Object is to make pairs of synonyms. First player to have three pairs of synonyms wins.

NRRC/P

Accession Number 90392

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Phonetic Drill Cards

SOURCE: Suburban Unit

AUTHOR(S): D. Rubinsohn # 17

FORMAT: cards

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Phoncis/Consonant/Initial
D2-02 Phonics/Blend/Initial
D5-14 Vocabulary Development/Word families/Patterns
D2-19 Phonics/Vowel/Short
D2-15 Phonics/Vowel/Initial
D2-17 Phonics/Vowel/Long

CONSTRUCTION MATERIALS:

cardboard
marker
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut flash cards.

Write word - draw picture.

DIRECTIONS FOR USE:

Can be used for initial consonants, vowels word families, blends, etc.

NARC/P

Accession Number 90393

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Roll-A-Word

SOURCE: Suburban Unit

AUTHOR(S): D. Rubinson # 17

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

5 dice, paper cup
1" square piece of paper (25)
tape
marker

CONSIDERATION FROM EDITOR(S):

Small group
Supervised

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write one letter of the alphabet on each of the pieces of the paper. Tape a letter on each side of the die.

DIRECTIONS FOR USE:

Each student shakes dice in cup, spills them out and constructs a word. Each word is recorded by a recorder.

NRRC/P

Accession Number 90394

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Build-a-Word Ditto

SOURCE: Suburban Unit
AUTHOR(S): R. Coe # 42

FORMAT: ditto
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Following is an example:

d_____

_____g

__a__

DIRECTIONS FOR USE:

Instruct the student to fit one of your words around the letter.

Student may use his reader of he appears to be having difficulty.

NRRC/P

Accession Number 90395

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Fill-in the Blank/Sight Vocabulary Dittos

SOURCE: Suburban Unit AUTHOR(S): R. Coe # 42

FORMAT: ditto EDITOR(S): S Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

ditto master

CONSIDÉRATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples:

1. Mother and Father ___ here.
2. Come to the _____.
3. We ___ at work.
4. A ____ is big.

DIRECTIONS FOR USE:

Instruct the student to fill in the blanks in the sentence with one of your words.

Student may use reader if he appears to be having difficulty.

NRRC/P

Accession Number 90396

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Fit Words in Blanks Dittos

SOURCE: Suburban Unit AUTHOR(S): R. Coe # 42

FORMAT: dittos EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sigh Words
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples:

___ ___

___ ___ ___

___ ___ ___ ___

___ ___ ___ ___ ___ ___

DIRECTIONS FOR USE:

Fit one of your words on the blanks.

If the student has difficulty, he may use his reader. After he has finished, the student reads the list to a teacher or into a tape recorder.

NERC/P

Accession Number 90397

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Riddle Ditto/Sight Vocabulary

SOURCE: Suburban Unit AUTHOR(S): R. Coe # 42

FORMAT: ditto EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Following are examples:

I can see it. _____	I can eat it. _____ .
I can play with it. _____	It is big. _____
I can do it. _____	Mother can do it. _____

DIRECTIONS FOR USE:

Find one of your words that fits the statement.

If the student has difficulty, he may use his reader to locate the answers.

NRRC/P

Accession Number 90398

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Rhyming Sentences/Sight Vocabulary Dittos

SOURCE: Suburban Unit

AUTHOR(S): R. Coe # 42

FORMAT: dittos

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-18 Reading Readiness/Rhymes
D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples:

I see a bee
in the tree.

Take a ____
to the ____.

I go to ____
on the ____.

Give me a ____
by the ____.

DIRECTIONS FOR USE:

Instruct student to find rhyming words to fill in the blanks.

If he experiences difficulty he may use his reader in locating the words.

NRRC/P

Accession Number 90399

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Write a Word/Draw a Picture Activity

SOURCE: Suburban Unit

AUTHOR(S): R. Coe #42

FORMAT: ditto

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabualary/Sight Words

CONSTRUCTION MATERIALS:

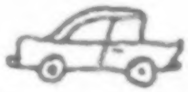
ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Following are examples:

It goes fast.
car



It likes milk.
____

DIRECTIONS FOR USE:

If the student has difficulty, he may use his reader.

Also a random list of the words on a blackboard may be useful.

NRRC/P

Accession Number 90400

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Write a Sentence/Draw a Picture Activity

SOURCE: Suburban Unit

AUTHOR(S): R. Coe #42

FORMAT: ditto

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1.	2.
3.	4.

1. car
2. bike
3. bake
4. tree

DIRECTIONS FOR USE:

Instruct the student to divide the paper into fourths, number the rectangles and copy the four words into the approriate rectangle.

Instruct the student to write a sentence and draw a picture for each word.

NRRC/P

Accession Number 90401

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Can You Find/Do-Sight Vocabulary Words

SOURCE: Suburban Unit

AUTHOR(S): R. Coe # 42

FORMAT: ditto

EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

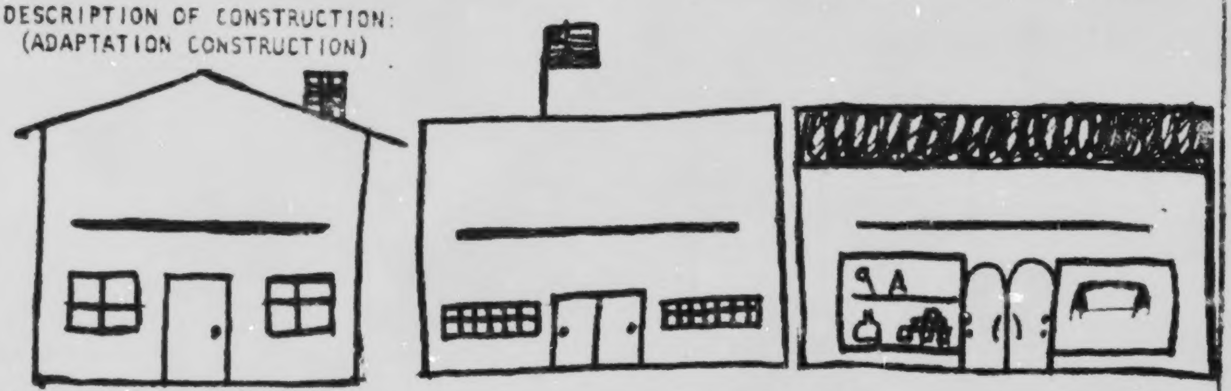
D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

ditto

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Can you find one of your words in "house", "school", or "store". Can you do one of your words in "school", "house", or "store".

Put words on blank:

house picture - boy
school picture - work
store picture - toy

NRRC/P

Accession Number 90402

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Make a Crossword Puzzle

SOURCE: Suburban Unit AUTHOR(S): R. Coe # 42

FORMAT: ditto EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

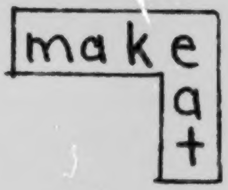
D5-13 Vocabulary/Sight Words
D1-19 Reading Readiness/Spatial Orientation
D1-15 Reading Readiness/Part Whole Relationship
A2-10 Visual/Visual Preception

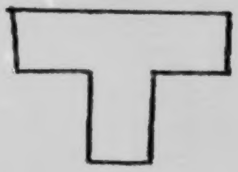
CONSTRUCTION MATERIALS:

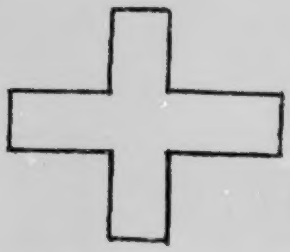
ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)







DIRECTIONS FOR USE:

Instruct student to make a simple crossword puzzle using at least one of his words in the configuration outlines presented.

NRRC/P

Accession Number 90403

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Configuration Ditto

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: worksheet EDITOR(S): J. Martin

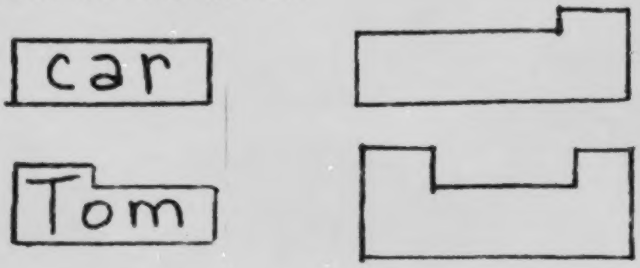
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D5-13 Vocabulary/Sight Words
A2-10 Visual/Visual Perception
D1-19 Reading Readiness/Spatial Orientation
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Instruct student to find one of his words that will fit the shape and print it in the box.

NRRC/P

Accession Number 90404

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Consonant Digraph CH (initial position) Learning Station

SOURCE: Suburban Unit AUTHOR(S): N. Murphy #30

FORMAT: tape/worksheet EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:
ditto master
tape recorder
answer board

CONSIDERATION FROM EDITOR(S):
more complete information available upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The answer board has three colored pockets holding answer cards of the activities. The directions are taped; the worksheet is available to the student.

1.) Student listens to 10 words. If the word begins with a ch sound the student is to write ch beside that number. If the word does not begin with a ch sound, that number is to be left blank.

1. chip 2. churn 3. choo-choo 4. checkers 5. crayon
6. chief 7. cry 8. chilly 9. cup 10. children

Each word is given twice with sufficient pause for recording answer.

2.) Finish the sentences by putting the correct word in the blank. Use words in the boxes. Circle the ch sound for each word used.

1. She wrote on the blackboard with ______.
2. Sit down in your ______.
3. The mice ate all the _____.

chief cheese chalk chair chop

The worksheet is self-checking.

NRRC/P

Accession Number 90405

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Consonant Digraph SH (initial position) Learning Station

SOURCE: Suburban Unit AUTHOR(S): N. Murphyy # 30

FORMAT: tape/worksheet EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:
ditto master
tape recorder
answer board

CONSIDERATION FROM EDITOR(S):
more complete information available
upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The answer board has three colored pockets holding answer cards of the three activities. The directions are taped and the worksheet is available to the student.

1.) Student listens to 10 words. If the word begins with sh sound, the student writes sh beside that number. If the word does not begin with an sh sound, that number is to be left blank:

1. ship 2. shadow 3. sock 4. shark 5. saddle
6. shave 7. shape 8. stocking 9. shingle 10. shower

Each word is given twice with sufficient pause between words to allow student time to record answer.

2.) Student studies the pictures on worksheet. If the picture illustrates a word beginning with an sh sound, he is the write sh beside the picture. If the picture does not illustrate an sh word, he leaves the picture box blank.

3.) The student is instructed to finish the sentences by putting the correct word in the blank. Use the words in the boxes below.

Circle the sh sound for each word you use.
1. We wear _____ on our feet.
2. The saw was very _____.
3. Put the book on the ______.

shoes short shelf sharp ship

NRRC/P

Accession Number 90406

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Consonant Digraph TH (initial position) Learning Station

SOURCE: Suburban Unit AUTHOR(S): N. Murphy #30

FORMAT: tape/worksheet EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:

ditto master
tape recorder
answer board

CONSIDERATION FROM EDITOR(S):

more complete information available up request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The answer board has three colored pockets holding answer cards for the three activities.

1.) The student will listen to 10 words. If the word begins with a th sound, the student is to write th beside the number. If the word does not begin with a th sound, that number is to be left blank.

1. thorn 2. thistle 3. treat 4. think 5. trouble
6. thing 7. thimble 8. thirty-three 9. tomboy 10. thump

2.) The student will study the pictures on his worksheet. If the picture illustrates a word beginning with a th sound, he is to write th beside the picture. If the picture does not illustrate a th word, he is to leave the picture box blank.

3.) The student will finish the sentences by putting the correct word in the blank. Use the words in the boxes below.
Circle the th sound for each word you use.

1. Bob could not _____ of the answer.
2. Bill is fat but John is _____.
3. Some people say _____ is unlucky.

thin thirteen think thick thimble

Accession Number 90407

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: C H (Final Position) Learning Center

SOURCE: Suburban Unit

AUTHOR(S): N. Murphy # 30

FORMAT: tape/worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:

ditto master
tape recorder
answer board

CONSIDERATION FROM EDITOR(S):
more complete information available upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The answer board has three colored pockets holding answer cards for the three activities.

1.) The student will listen to 10 words. If the word ends with a ch sound he will write ch beside the number. If the word does not end with a ch sound, that number is to be left blank:

1. catch 2. watch 3. fast 4. much 5. crutch
6. stitch 7. fetch 8. such 9. rust 10. dutch

2.) The student studies the pictures on his worksheet. If the picture illustrations a word ending with a ch (tch) sound he is to write ch beside the picture. If the picture does not end with a ch (tch) sound, he is to have that picture box blank.

3.) The student finishes sentences by putting the correct word in the blank. Use the words in the boxes below. Circle the ch or tch sound for each word you use.

1. We found many shells at the _______.
2. He was a very _______ king.
3. Can you ______ the ball?

beach church rich catch porch

NRRC/P

Accession Number 90408

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: S H (Final Position) Learning Station

SOURCE: Suburban Unit AUTHOR(S): N. Murphy # 30

FORMAT: tape/worksheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:

ditto master
tape recorder
answer board

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The answer board has three colored pockets holding answer cards for the three activities.

1.) The student will listen to ten words. If the words ENDS with an sh beside the number. If the word does not end with an sh sound, that numbers is to left blank:

1. rash 2. mush 3. trust 4. swish 5. lash
6. crush 7. dress 8. wash 9. flesh 10. mash

2.) The student studies pictures on his worksheets. If the picture illustrates a word ENDING with a sh sound, he is to write sh beside the picture. If the picture does not end with an sh sound, he is to leave that picture box blank.

3.) The student finishes the sentences by putting the correct word in the blank. Use the words in the boxes below. Circle the sh sound for each word you use.

1. Blow out the candles and make a ______.
2. Her dress had a big red ______.
3. There was a ______ when the car hit the tree.

sash wish splash crash rush

NRRC/P

Accession Number 90409

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Dot-to-Dot Reproduction sheet

SOURCE: Middle Urban Unit AUTHOR(S): J. P. Schell #19

FORMAT: cards/worksheets EDITOR(S): J. Martin

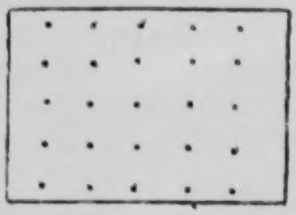
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-08 Reading Readiness/Dot Joining
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:
3"x5" cards
worksheets
felt tipped marker

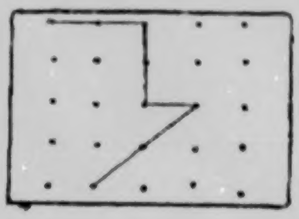
CONSIDERATION FROM EDITOR(S):

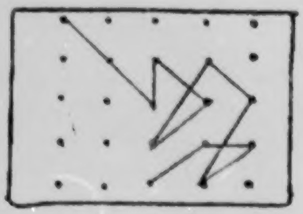
DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make worksheets containing 25 dots in the following order:



Make stimulus cards with horizontal, vertical and diagonal designs, progressing in complexity, e.g.:





DIRECTIONS FOR USE:

NRRC/P

Accession Number 90410

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Candyland Type Game

SOURCE: ________ AUTHOR(S): ________

FORMAT: game EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-03 Reading Readiness/Color Concepts

CONSTRUCTION MATERIALS:

large cardboard
markers
clear plastic contact paper
2"x3" cards, dice

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw trail on cardboard, color in spaces making every tenth space a "skip a space" block.

The board game can be used for letter recognition, number recognition, sight words, number facts, etc.

DIRECTIONS FOR USE:

Game for 2 - 4 players.

First player rolls the dice, picks a card answers the question appropriately, and moves as many spaces as indicated by the dice.

If the question is missed, the player will not move.

NRRC/P

Accession Number 90411

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Clock Face

SOURCE: Rural Unit AUTHOR(S): P. Escovar #70

FORMAT: manipulative aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F7-10 Money/Time/Measurement/Geometry/Telling Time

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
12" board 12 felt squares cardboard squares	

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw clock face on board and place felt squares on each hour position. Draw numbers on cardboard squares, backed with felt. Construct moveable hands. Numbered cardboard squares fit over felt squares on clock.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90412

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Intersecting Circles

SOURCE: Suburban Unit AUTHOR(S): C. Hiltebeitel # 32

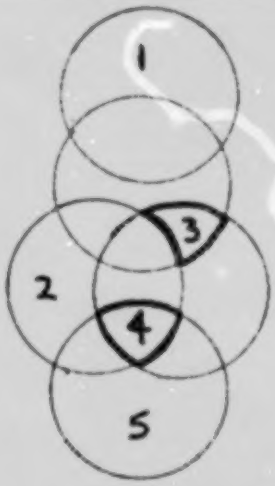
FORMAT: worksheet EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D3-08 Comprehension/Following Directions

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Instruct the student to color shape # 1 green and # 2 blue and the draw a square in the bottom circle.

Discussion about asking additional questions for clarification, etc. can be included.

Accession Number 90413

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

NRRC/P

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Concept Flash Cards

SOURCE: Suburban Unit

AUTHOR(S): B. Bishoff

FORMAT: Prepared Cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-09 Concept Memory

CONSTRUCTION MATERIALS:

3x5 index cards
felt tipped pen

CONSIDERATION FROM EDITOR(S):

further information available
upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Content of the cards could contain the following:

1. Mathematics
    a. ordinal numbers
    b. cardinal numbers
    c. time of measure
    d. units of measure
        linear
        time
        weight
        speed
        liquid volume
        dry volume
        count
        temperature
        directions
    e. calendar words
    f. symbols (inch -")
    g. money names and values
    h. dot patterns
    i. roman numerals
    j. basic number combinations

DIRECTIONS FOR USE:

As cards are answered put incorrect ones in separate pile for counting an follow-up studying. Keep a chart recording number of correct answers each time. When incorrect answer is given, show student reverse side containing item with answer or tell student answer; then, have student repeat item and answer aloud.

NRRC/P

Accession Number 90413

SER-LARS REPORT D-3

Continued

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Concept Flash Cards

SOURCE: Suburban Unit
AUTHOR(S): B. Bishoff

FORMAT: prepared cards
EDITOR(S): J. Martin

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

2. Reading
    a. Letter recongnition
        1. manuscript
        2. cursive
    b. Single consonant-give sound
    c. Consonant diagraphs-give sound
    d. Initial consonant blends-give sound

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90414

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Acetate Handwriting Practic Cards

SOURCE: Suburban Unit AUTHOR(S): M. Price #62

FORMAT: prepared cards EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E2-02 Handwriting/Cursive Handwriting

CONSTRUCTION MATERIALS:

26 6"x9" pieces pf oaktag
felt tip pens-blue, yellow, red, green
26 6"x9" pieces of acetate or
clear contact paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Each letter of the alphabet is written on a separate card and color coded as follows:

first stroke - red
second stroke - blue
third stroke - green
fourth stroke - yellow

Numbers and arrows are also used to indicate which stroke is completed first, which stroke is completed second, etc.

DIRECTIONS FOR USE:

Cover the card with acetate or clear contact paper so that the child can go over the letter with crayon and the rub the crayon off.

NRRC/P

Accession Number 90415

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Hangman

SOURCE: Suburban Unit

AUTHOR(S): B. Bishoff

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

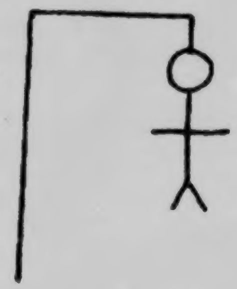
E3-05 Spelling Words

CONSTRUCTION MATERIALS:

paper
pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

The referee or caller selects a word the child is capable of spelling and draws an appropriate number of spaces for the letters of the word. If the word is "sky", he would draw __ __ __. The player guesses a letter; if that letter is contained within the word, the caller writes it in the appropriate space. If the letter is not contained within the word, a body part (beginning with the head and developing downward) is drawn on the hangman stand. When the hangman body is complete, the game is over and the player may change with the caller.

NRRC/P

Accession Number 90416

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Spell-O

SOURCE: Suburban Unit

AUTHOR(S): L. Zentner # 59

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3-05 Spelling/Spelling Words

CONSTRUCTION MATERIALS:
50 tongue depressors
fine line magic marker
small mound of clay

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Tongue depressors can be a useful device for spelling practice. Print one letter of the alphabet on each, making extra vowels and consonants when necessary.

DIRECTIONS FOR USE:

Ask the student to spell the word for you. He can then select the appropriate tongue depressors and arrange them in proper sequence to produce the word. The tongue depressors may be made to stand upright in a small mound of clay, if preferred.

NRRC/P

Accession Number 90417

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Concentration

SOURCE: Suburban Unit
AUTHOR(S):

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:
20 3"x3" cards
magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Each set of twenty cards should consist of ten pairs of identical words, letters, word parts, number fractions, clock faces, etc.

DIRECTIONS FOR USE:

The cards are laid face down. The first player selects one card to turn up and attempts to select another that matches. As the game continues, the players see each card turned up and must remember the position of each to form appropriate pairs. If the student is not able to form a pair during his turn, he must place both cards face down again in the same spot.

Using one pair of each number in a deck of cards, can also provide a game of "Concentration". In this case, the set will consist of 26 cards or 13 pairs.

The winner is the student who was able to form the greatest number of pairs.

NRRC/P

Accession Number 9041[illegible]

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATER[illegible]
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Rummy

SOURCE: Suburban Unit AUTHOR(S): L. Zentner # 59

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D2-00 Phonics

CONSTRUCTION MATERIALS:

20 3"x5" index cards
magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION: (ADAPTATION CONSTRUCTION) Cut index cards in half making 10 sets of four cards each, each set of four consisting of four words with a long or short vowel pattern or a particular consonant blend.

Vowel Rummy

pan	made	met	meat
mat	fame	red	week
sad	sale	pen	bee
ram	rate	sell	feel

etc.

Consonant Rummy

stop	small	brag	blue
steal	smile	bring	blow
steam	smack	bright	black
store	smell	brim	blew

etc.

DIRECTIONS FOR USE:

To play, deal our 7 cards to each player (no more than 4 players). The object is to make books of 4 cards with the same vowel sound or consonant blend. Or, the object is to make books of 2 cards to match opposites, words that can be joined to form compound words, or contractions with the words of which they consist. The object of the game remains the same despite the variations. The winner is the first to have an empty hand or the one with the most books.

Accession Number 90418

NRRC/P

SER-LARS REPORT D-3

Continued

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Rummy

SOURCE: Suburban Unit

AUTHOR(S): L. Zentner # 59

FORMAT: game

EDITOR(S): J. Martin

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Opposites	
up	down
in	out
over	under
near	far
etc.	

Contractions	
is not	isn't
can not	can't
could not	couldn't
do not	don't
etc.	

Compound Words	
in	to
be	come
out	side
fire	house
etc.	

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90419

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Syllable Chase

SOURCE: Suburban Unit AUTHOR(S): D. Rubinsohn # 17

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

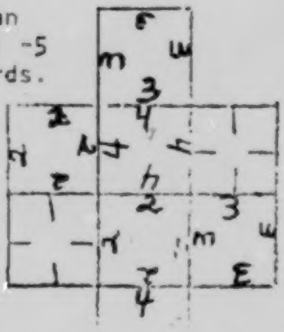
D4-10 Structural Analysis/Syllables

CONSTRUCTION MATERIALS:

illustration board
3"x5" cards
marker for each player

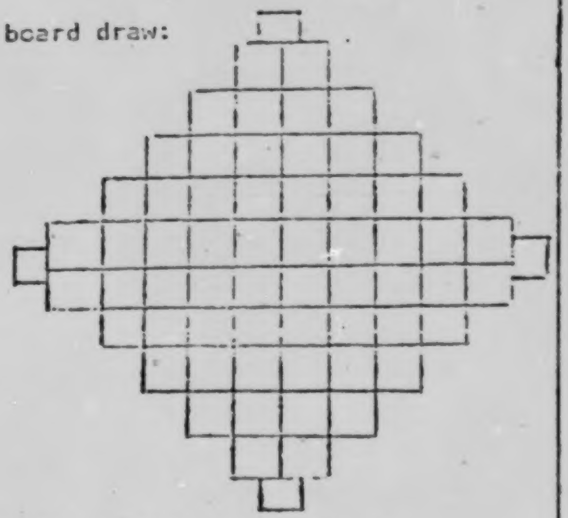
DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write words that can be divided into from 1 -5 syllables on 3"x5" cards.



CONSIDERATION FROM EDITOR(S):

On board draw:



DIRECTIONS FOR USE:

In each square place numbers in all corners. First player picks a card. He moves forward out of his corner if his word has the corresponding syllable count as an adjacent square. (He may not move backwards-only to the side or forward). The object is to be the first to go straight across the board to the last square.

SAFETY SQUARES: A player cannot be knocked off a safety. Being knocked off - a player may land on a square already occupied by another player. If so, the player on the square is knocked off and must start again.

VARIATION: To use with any other skill - (Spelling, reading words, math facts, etc.) Instead of picking a card to divide word into syllable, the player spins a spinner and may move only when the number corresponds to an adjacent number on the board. At this time, the child is asked a question (maybe an addition fact) for a review. All players can be working on different objectives and still play together in this way.

NRRC/P

Accession Number 90420

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Syllabication Fold-Out

SOURCE: Suburban Unit AUTHOR(S): M. Price # 62

FORMAT: teaching aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D4-10 Structural Analysis/Syllables

CONSTRUCTION MATERIALS:

dittoed pictures
felt tipped markers
cardboard - 6 pieces (8½"x11")

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Color and mount each picture on a piece of cardboard. Copy the rule at the top the picture. Attach sheets of cardboard with masking tape so that they can be folded in accordion fashion.

DIRECTIONS FOR USE: Use to reinforce rules of syllabication:

RULE 1: pup py. When two like consonants stand between two vowels, the word is usually divided between the consonants.

RULE 2: wal rus. When two unlike consonants stand between two vowels, the word is usually divided between the consonants.

RULE 3: ea gle. When a word ends in a consonant and le, the consonant usually goes with the second syllable.

RULE 4: pi rate. When one consonant stands between two vowels, the consonant usually goes with the second syllable.

Accession Number 90420

SER-LARS REPORT D-3

Continued

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Syllabication Fold - Out

SOURCE: Suburban Unit
AUTHOR(S): M. Price # 62

FORMAT: teaching aid
EDITOR(S): J. Martin

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

RULE 5: cow boy. Compound words are usually divided between the word parts and between syllables within these parts.

RULE 6: clown ish. Prefixes and suffixes are usually separate syllables.

NRRC/P

Accession Number 90421

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Magic Squares

SOURCE: Suburban Unit

AUTHOR(S): Mary Ann Price # 62

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

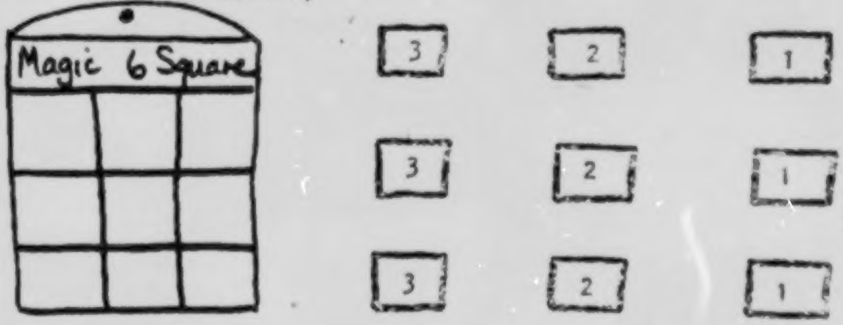
F2-02 Addition/Addition Facts

CONSTRUCTION MATERIALS:

large manilla envelope
9 oaktag squares (3"x3")

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



SOLUTION: 3-2-1
1-3-2
2-1-3

DIRECTIONS FOR USE:

The object of this game is to have the student arrange the numbers in a magic square - i.e., - so that the sum of the numbers when they are added either horizontally or vertically is always equal to the number on the envelope.

NRRC/P

Accession Number 90422

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Dealer - Up

SOURCE: Suburban Unit

AUTHOR(S): J. Ness # 21

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F2-02 Addition/Addition Facts

CONSTRUCTION MATERIALS:

40 Tagboard cards
addition flash cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Make two sets of cards, 20 cards to a set. Numbers each set from 1 - 20. (In higher grades numbers may be higher than 20.)

DIRECTIONS FOR USE:

Dealer sits at the head of the table and hold the flash cards. The other two players sit on opposite sides of the table and spread out own set of answer cards so they can easily and quickly find any number needed.

Dealer will turn over one flash card. The first player to take the correct answer card and place it under the flash, wins that flash card. The player who has the most flashcards, wins the game.

VARIATION: For beginning players, use only 10 cards or less and flashcards with answers of 10 or less.

By changing numbers on players' cards and flashcards used, the game can be adapted to review addition, subtraction, multiplication, and division facts of teacher's choice.

Accession Number 90423

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Painted and Crumpled Paper Flag

SOURCE: Marion County ARC

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

L1-02 Art/Perceptual Motor
I2-04 Fine Motor/Manual Dexterity
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

Manila construction paper
ruler

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a piece of manilla paper draw a square in the upper left-hand corner and on the rest of the paper, draw parallel lines.

DIRECTIONS FOR USE:

Have student paint every other space red and the other spaces white. Have him paint the square blue and allow to dry. Instruct student to crumple white kleenex or white tissue paper and glue on top of the blue square.

NRRC/P

Accession Number 90424

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Who Are You?

SOURCE: Marion County ARC AUTHOR(S):

FORMAT: poster EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E4-09 Sign Language
M1-06 Self Knowledge/Self Indentification

CONSTRUCTION MATERIALS:

posterboard
felt tipped pen

CONSIDERATION FROM EDITOR(S):

for deaf student

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a large piece of posterboard have drawn the following:

WH☺ ARE YOU?

DIRECTIONS FOR USE:

Sign to the child, "Who are you?" (The face drawn inside of the letter "O" may help the student realize that "Who" is a question about a person.) Encourage student to respond by giving his sign name.

NRRC/P

Accession Number 90425

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Which Way?

SOURCE: Marion County ARC AUTHOR(S):

FORMAT: flash cards EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory
E4-09 Sign Language

CONSTRUCTION MATERIALS:
cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make a series of cards with one arrow or several arrows pointing in different directions.

DIRECTIONS FOR USE:

Instruct student to look at each card and sign which direction the arrow is pointing. The student can also draw arrows shown on the cards, first while looking at them and then from memory.

NRRC/P

Accession Number 90426

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Where Do You Live?

SOURCE: Marion County ARC AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

M1-01 Self Knowledge/Facts About Self

CONSTRUCTION MATERIALS:

posterboard
envelopes
cardboard box

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On large posterboard have drawn several different looking houses and apartment buildings. At the bottom of the posterboard have written: "Where do you you live?" Prepare an envelope for every student in the class with his own address on it. Keep envelopes in a cardboard box labled, "Out Mail Box".

DIRECTIONS FOR USE:

Assist each student in fingerspelling his own address. When everyone has had an opportunity to practice fingerspelling his address begin formal activity, "Where do you live?". With each student replying manually, "I live at _____."

NRRC/P

Accession Number 90427

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Weight Bottles

SOURCE: Marion County ARC AUTHOR(S): ______

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-02 Reading Readiness/Classify Categorize
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

empty detergent bottles
sand

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Using empty detergent bottles and sand, fill the following bottles accordingly:

a. First bottle: full

b. Second bottle: 3/4 full

c. Third bottle: 1/2 full

d. Fourth bottle; empty

DIRECTIONS FOR USE:

Have each student lift all of the bottles one at a time. The first time through this activity the implementer should help the student lift the bottles in order beginning with the heaviest one. Later, more bottles can be added. Same and different concept could also be taught during this lesson.

NRRC/P

Accession Number 90428

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Sort and Stack

SOURCE: Marion County ARC AUTHOR(S):

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-02 Reading Readiness/Classify, Categorize

CONSTRUCTION MATERIALS:

tagboard
picture

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide a large card into two or more sections and indicate category in each section (zoo, farm animals, shapes, food, etc.) Make small picture cards for each category.

DIRECTIONS FOR USE:

Lay large card down. Give student picture cards and instruct him to match the picture cards to the corresponding categories.

NRRC/P

Accession Number 90429

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Potato Block Design

SOURCE: Marion County ARC AUTHOR(S): ______

FORMAT: manipulative EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-01 Fine Motor/finger Movement
12-02 Fine Motor/Grasping

CONSTRUCTION MATERIALS:

potato
knife
construction paper
paint

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Prepare potato printer by slicing potato in half and carving out some design.

DIRECTIONS FOR USE:

Instruct student to dip potato into paint and stamp on the construction paper.

Accession Number 90430

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Trails

SOURCE: Marion County ARC AUTHOR(S): ____________

FORMAT: game EDITOR(S): J. Martin

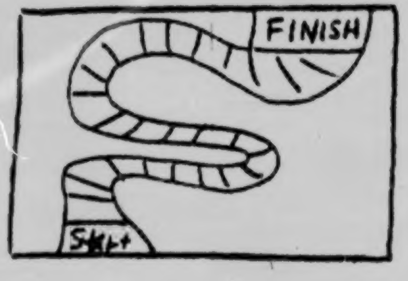
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
E4-09 Sign Language
F1-03 Numeration/Counting/Cardinal

CONSTRUCTION MATERIALS:
tagboard
buttons
spinner or dice

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw a trail on tagboard, and use buttons for counters, with a spinner or dice.



DIRECTIONS FOR USE:

Each student has counters. First player spins the spinner or throws the dice and moves that many spaces. Student must sign the amount of spaces he is to move.

NRRC/P

Accession Number 90431

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Ask Your Neighbor

SOURCE: Suburban Unit AUTHOR(S): M. Price # 62

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-01 Phonics/Blend/final
D2-02 Phonics/Blend/Inital
D2-07 Phonics/Digraph/Consonant

CONSTRUCTION MATERIALS:

A deck of cards made up of ten (10) sets of four cards of each blend family.
VARIATION: Add two (2) free cards to the deck.

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Prepare ten (10) sets of cards, consisting of four (4) cards each. Each set of four (4) cards has words that contain the same blend or digraph.

DIRECTIONS FOR USE:

To play the game, distribute all of the cards amoung the players. The first player asks the student to his left for one card. If the player has the card, he must give it to the asker who continues to request cards from the same player. When that player can no longer give him a card, it is the next student's turn. To acquire a set the player must have all four (4) cards with the same blend. The winner is the child with the most complete sets.

NRRC/P

Accession Number 90432

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: One Card Up (A Variation of "War")

SOURCE: Suburban Unit AUTHOR(S): Maryann Price # 62

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

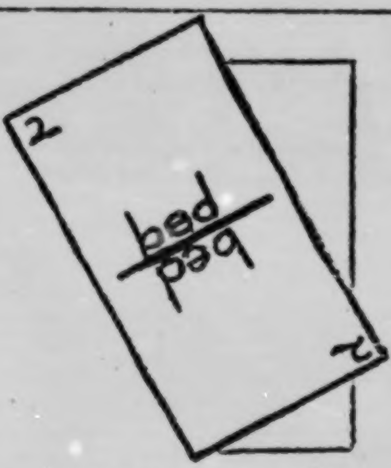
CONSTRUCTION MATERIALS:

oak tag
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Oak tag cut into 2"x3" cards, 40 to a deck. Cards are numbered from 1 - 10 (4 groups) with appropriate words written on them.



DIRECTIONS FOR USE:

Any number can play but from 2 - 5 work better. Deal all cards face down. Cards are stacked in front of each player. Each player turns "one card up" at the same time. Person having highest number reads all cards staring with his own and going to the right. If he misses one, the person on his right tries to read them correctly. The person reading all the cards for each turn places the cards he wins face down at the bottom of his stack. If two players tie by turning up the same number, those two only turn up one more card. The player who wins all the cards or has the most at the end of a set time, wins.

NRRC/P

Accession Number 90433

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Vocabulary Bingo

SOURCE: Suburban Unit

AUTHOR(S): L. Zentner # 59

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:
cardboard or heavy paper
35 small cards
markers (buttons, beans)

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The cardboard or heavy paper should be divided into 5 vertical columns and five horizontal columns and labeled B-I-N-G-O. The 25 squares should each contain a vocabulary word that is appropriate to the student's level of reading. Individual caller cards should be made with one vocabulary word on each (more than 25 caller cards allows you to have a variety of words contained on each player board, so they will not be the same.)

DIRECTIONS FOR USE:

The caller reads a card; the players must locate that word on their "BINGO" board and cover it with a button or any other object that can serve as a marker. The regular "BINGO" rules apply in determining the winner of the game. If only one student participates, it is merely a practice game for him.

Accession Number 90434

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Sentence Marker

SOURCE: Suburban Unit AUTHOR(S): L. Zentner # 59

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D3-14 Reading Comprehension/Sequence of Events

CONSTRUCTION MATERIALS:
heavy tagboard
fine line magic marker
envelopes

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Using the words in the student's reading vocabulary, print a sentence on a piece of heavy paper or cardboard. Cut the words apart and clip them together out of sentence order. Store the clipped - together sentences in envelopes.

DIRECTIONS FOR USE:

Instruct student to arrange the words in sentence order.

VARIATION: Instead of cut-up sentences, print different function words on pieces of cardboard using nouns, verbs, modifiers, etc. The student can then create his own sentence from the assortment.

NARC/P

Accession Number 90435

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Concentration

SOURCE: Suburban Unit AUTHOR(S): L. Zentner #59/M. Price #62

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-14 Reading Readiness/Match
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:
3"x3" cards
magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Each set of twenty cards should consists of ten pairs of identical words, letters, word parts number fractions, clock faces, etc.

DIRECTIONS FOR USE:

The cards are laid face down. The first player selects one card to turn up and attempts to select another that matches. As the game continues, the players see each card turned up and must remember the position of each to form appropriate pairs. If the child is not able to form a pair during his turn, he must place both cards face down again in the same spot.

Using one pair of each number in a deck of cards, can also provide a game of "Concentration". In this case, the set will consist of 26 cards or 13 pairs.

The winner is the child who was able to form the greatest number of pairs.

NRRC/P

Accession Number 90436

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Go Fish

SOURCE: Suburban Unit

AUTHOR(S): N. Robinson # 38

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

DS-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:
construction paper
pencil

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut paper into 30 3"x5" cards. Print vocabulary words that are in use in pencil, in upper right hand corner so that new words can be added as old ones are scratched out. Each word should be printed once on two cards in order to make a pair.

DIRECTIONS FOR USE:

Two players. Seven (7) cards are dealt to each player and the game proceeds like the game of "Go Fish".

NARC/P

Accession Number 90437

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Picture Graphs

SOURCE: Suburban Unit
AUTHOR(S): Maryann Price # 62

FORMAT: prepared cards
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F8-02 Charts/Graphs/Tables

CONSTRUCTION MATERIALS:
4"x8" cards
graph paper
felt tipped marker

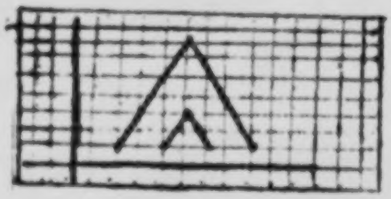
CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

FRONT

Tepee
(2,1) (5,7) (8,1) (6,1)
(5,3) (4,1) (2,1)

BACK



DIRECTIONS FOR USE:

On the front of the 4"x8" card, write the coordinates the child needs to locate to make a picture. On the back, paste a piece of graph paper and the solution. The student first attempts tp complete his picture independently and then checks his results against the solution on the back of his card.

Accession Number 90437

Continued

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Picture Graphs

SOURCE: Suburban Unit

AUTHOR(S): Maryann Price #62

FORMAT: prepared cards

EDITOR(S): J. Martin

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

COORDINATES FOR OTHER PICTURES:

House	(1,1)	(1,5)	(5,7)	(9,5)	(9,1)	(6,1)	(6,4)	(4,4)	(4,1)	(1,1)	
Christmas Tree	(2,0)	(2,1)	(0,1)	(3,6)	(6,1)	(4,1)	(4,0)				
Arrow	(3,4)	(2,3)	(2,5)	(3,4)	(8,4)	(8,6)	(11,4)	(8,2)	(8,4)		
Kite	(3,2)	(5,4)	(5,7)	(8,8)	(8,5)	(5,4)					
Star	(2,0)	(3,3)	(0,5)	(4,5)	(5,8)	(6,5)	(10,5)	(7,3)	(8,0)	(5,2)	(2,0)

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90438

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Fractional Bingo

SOURCE: Suburban Unit AUTHOR(S): C. Bixler # 29

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F6-07 Fractions/Basic Concepts

CONSTRUCTION MATERIALS:
3"x3" index Cards
markers (buttons, beans)

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide 3"x3" cards into nine squares. In each square place one fraction. Choose from the following 12 fractions: 1/2, 4/8, 3/6, 2/4, 1/3, 2/3, 2/6, 4/6, 2/8, 1/4, 3/4, 6/8. Put each of the twelve fractions on a small square to be used as the caller's numbers.

DIRECTIONS FOR USE:

Each player gets one 3"x3" card and nine (9) markers. Caller picks fractions out of a box and calls out one by one. Players cover equivalent fractions on their cards (1/2: 2/4, 3/6, 4/8) but may not cover same fraction (1/2 : 1/2). First player to cover three (3) squares in a row wins.

NRRC/P

Accession Number 90439

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Plate Fractions

SOURCE: Suburban Unit

AUTHOR(S): Lynn Zentner # 59

FORMAT: teaching aid (manipulative)

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F6-05 Fractional Parts/Construction

CONSTRUCTION MATERIALS:

paper plate
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Paper plates cut into a variety of fractional parts.

DIRECTIONS FOR USE:

This activity is not necessarily to be implemented as a team game but can provide enjoyable practice for one or more children. Paper plates provide a simple way to present fractions. One plate should be labeled with a large numeral "one" in the center. Another should be cut in half and each piece labeled "one-half". Another should be cut in four sections and each piece labeled "one-fourth". This can be continued with smaller fractional parts. The child will readily be able to understand that two halves equal one whole, two fourths equal one half, etc.

NPRC/P

Accession Number 90440

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: How Much?

SOURCE: Suburban Unit AUTHOR(S): Maryann Price # 62

FORMAT: worksheet EDITOR(S): J. Martin

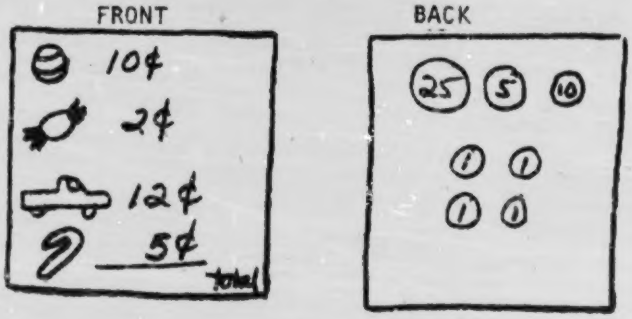
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F7-04 Money/Making Change
F7-07 Money Concepts

CONSTRUCTION MATERIALS:

- ten 4"x8" cards
- old arithmetic workbook
- crayon
- transparent contact paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

The student first totals the cost of the items on the front of a card. Then he turns the card over and circles the coins on the back that equal that amount of money.

NARC/P

Accession Number 90441

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: How Old Are You?

SOURCE: Marion County ARC

AUTHOR(S):

FORMAT: oral game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

M1-01 Self Knowledge/Facts About Self
F1-06 Numbers/Matching, Writing, Concept
E4-09 Sign Langusge

CONSTRUCTION MATERIALS:

tagboard
felt tipped pen
pictures of birthday parties

CONSIDERATION FROM EDITOR(S):

for deaf student (Student must have a fairly good signing vocabulary and good number concepts)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write on a tagboard strip, "How old are you?" On other tagboard pieces have pictures of birthday cakes with candles on them and also pictures of children engaged in activities at a birthday party.

DIRECTIONS FOR USE:

Discuss with the class the pictures and what's going on in the pictures. Sign to the student: "How old are you?" Help the student by counting on the blackboard the number of years he is.

NARC/P

Accession Number 90442

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Drop A Line

SOURCE: Marion County ARC AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E4-09 Sign Language
F1-08 Numeration/Numeral Recognition

CONSTRUCTION MATERIALS:
- construction paper
- paper clips
- dowels
- string
- magnets

CONSIDERATION FROM EDITOR(S):

for deaf student

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut out sets of fish from colored paper. Write a number on each fish and also a paper clip. Make fishing poles using dowels, string and miniature magnets.

DIRECTIONS FOR USE:

Place fish on floor or in a bowl. Using a fishing pole, the student catches a fish by touching the magnet to the paper clip on the fish. If the student gives the correct answer (signing), he can keep the fish.

NARC/P

Accession Number 90443

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Dress The Stick Figure

SOURCE: Marion County ARC AUTHOR(S): ____________

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
B1-08 Self/Self Concept
M1-06 Self Knowledge/Self-Identification

CONSTRUCTION MATERIALS:
magnetized hooks
clothespins
construction paper
magnetized tape
rope

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw and cut out clothes from appropriate pieces of colored construction paper to match the clothing of each student. Place piece of magnetized tape on back of each piece and hang on "clothesline" which is attached to blackboard with two magnetized hooks.

DIRECTIONS FOR USE:

A stick figure is drawn on the blackboard. Each morning the student is instructed to dress his stick figure corresponding to the clothing he has on that day.

NRRC/P

Accession Number 90444

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Building Words with Letter Cards

SOURCE: Middle Urban Unit AUTHOR(S): Marge Robinson #10

FORMAT: cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

cardboard
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Use child's sight word vocabulary.

NRRC/P

Accession Number 90445

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Pattern Reproduction Sheet I

SOURCE: Rural Unit

AUTHOR(S): N. Baldwin #34

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-04 Readiness/Copy, Trace
A2-09 Visual/Visual Motor Integration

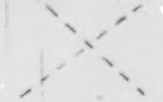
CONSTRUCTION MATERIALS:

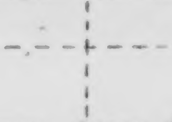
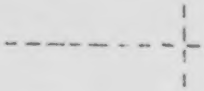
ditto master
acetate sheet
crayon or grease pencil
tissue

CONSIDERATION FROM EDITOR(S):

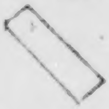
DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

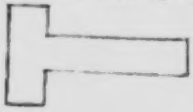
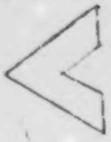
Divide the sheet into four columns with five blocks down. In the first and third columns, make dot to dot designs such as:



In the second and fourth columns, trace designs such as:



DIRECTIONS FOR USE:

Instruct student to trace and connect the dots on the designs. Teacher can check it and student can erase his work.

NRRC/P

Accession Number 90446

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Pattern Reproduction Sheet II

SOURCE: Rural Unit

AUTHOR(S): N. Baldwin #34

FORMAT: worksheet

EDITOR(S): S. Mitchell

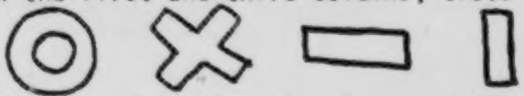
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-04 Readiness/Copy, Trace
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:
ditto or paper
acetate sheet
crayon or grease pencil
tissue

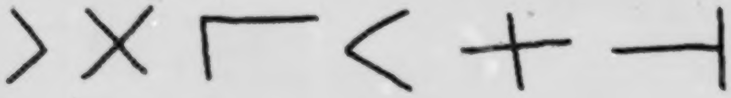
CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide the sheet into four columns with five blocks down. In the first and third columns, trace designs such as:



In the second and fourth columns, trace designs such as:



DIRECTIONS FOR USE:

Instruct student to trace the designs. Teacher can check it and student can erase his work.

NRRC/P

Accession Number 90447

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Paper and Pencil Maze

SOURCE: Rural Unit
AUTHOR(S): N. Baldwin # 34

FORMAT: worksheet
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-12 Visual/Visual Tracking/Presuit/Fixation

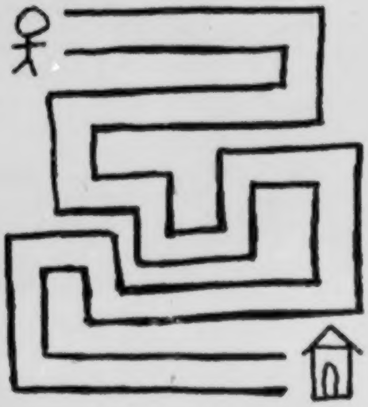
CONSTRUCTION MATERIALS:

ditto
pencil

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Use double line in drawing maze.



DIRECTIONS FOR USE:

Accession Number 90448

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Counting/Numeral Writing Notebook

SOURCE: Rual Unit

AUTHOR(S): N. Baldwin # 34

FORMAT: book

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

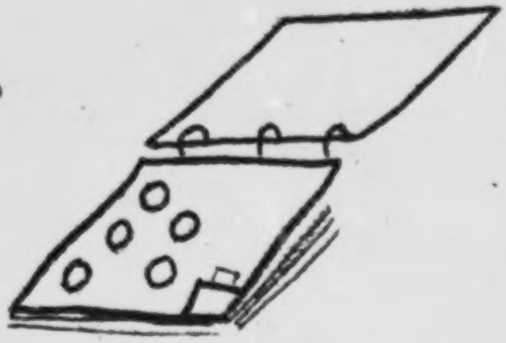
F1-06 Numeration/Numbers
F1-03 Numeration/Counting

CONSTRUCTION MATERIALS:
construction paper
stapler, scissors
2 or 3 notebook rings
ruler, pencil, marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

The notebook consists of 10 pages with sets of 1 - 10 in random order. Each page has a pocket to hold answer.



DIRECTIONS FOR USE:

Student is given 10 small blank papers to write the number of objects drawn on the page. Student then puts the number in the pocket.

Accession Number 90450

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Tracing Board

SOURCE: Rural Unit AUTHOR(S): N. Baldwin #34

FORMAT: worksheet EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-04 Readiness/Copy/Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

An 8"x10" sheet of paper clipped to a piece of cardboard. A sheet of tracing paper is placed over it, on which child prints name.

Hattie

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90451

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Clock It

SOURCE: Suburban Unit

AUTHOR(S): Lynn Zentner # 59

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F7-10 Telling Time

CONSTRUCTION MATERIALS:

56 index cards
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE: "Clock It" provides good practice for the child who is learning to tell time. The caller has one set with a clock face showing a particular time and that time written below it. The second set is like the first except that it does not have the time written on it. Markers such as beans or buttons are also needed. The cards are dealt face up. Each player has the same number of cards with no two being alike. The caller holds his cards and reads them one at a time: The clock which shows the time called has a marker placed on it by the child who has that clock. The first player then checks the player to see if he is correct by having him read back to him the time on the clock and by finding the corresponding card among those he called during the game.

NRRC/P

Accession Number 90453

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Ring Toss

SOURCE: Suburban Unit AUTHOR(S): Molly Stitt # 12

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts
F4-03 Multiplication/Multiplication Facts
F5-02 Division/Division Facts

CONSTRUCTION MATERIALS:
5"x5" oaktag cards
paper markers
3"x5" index cards

C	O	M	B	O
		X		

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Oaktag cards-5"x5" ruled into 25 one-inch squares.
2. Mark the middle square FREE. Fill in the remaining squares with answers to addition problems (subtraction, multiplication, or division problems depending on the skill being reviewed.
3. Paper markers to cover answers.
4. Index cards 3"x5" to make a set of flash cards for the dealer.

DIRECTIONS FOR USE:

This game is similar to Bingo. The object of the game is to cover five squares in any row, column, or diagonal as the caller shows the facts on flash cards and calls them out. Winners call "COMBO" and check their answers with the flash cards.

NRRC/P

Accession Number 90452

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Combo

SOURCE: Suburban Unit

AUTHOR(S): Molly Stitt #12

FORMAT: Game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F5-02 Division/Division Facts
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts
F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:

5"x5" oaktag cards
paper markers
3"x5" index cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Oaktag cards - 5" x 5" ruled into 25 one-inch squares.
2. Mark the middle square FREE. Fill in the remaining squares with answers to addition problems (subtraction, multiplication, or division problems depending on the skill being reviewed).
3. Paper markers to cover answers.
4. Index cards 3" x 5" to make a set of flash cards for the dealer.

DIRECTIONS FOR USE:

This game is similar to Bingo. The object of the game is to cover five squares in any row, column, or diagonal as the caller shows the facts on flash cards and calls them out. Winners call "COMBO" and check their answers with the flash cards.

NRRC/P

Accession Number 90454

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Multiplication Checkers

SOURCE: Suburban Unit

AUTHOR(S): Maryann Price # 62

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:
12"x12" red oaktag
black felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

This game is like regular checkers except that it is played on the red squares instead of on the black sqaures. The student cannot hop onto a space unless he can give the answer to the multiplication problem in that space.

NERC/P

Accession Number 90455

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Multiplication "People"

SOURCE: Suburban Unit

AUTHOR(S): Maryann Price # 62

FORMAT: teaching device

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:

oaktag
felt tipped pens in assorted colors
tongue depressors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Child checks his answers to multiplication problems by putting his pencil point through the hole below the problem and reading answer of this point on the back.

Accession Number 90456

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Dice-It

SOURCE: Suburban Unit AUTHOR(S): C. Bixler # 29

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:
large pair dice
wooden blocks with numerals on each side
stop watch

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

A pair of dice can be useful for practice with addition and multiplication. After throwing the dice, the child must quickly calculate the answer by either adding or multipying the number of dots. A time limit of a specific number of seconds might be introduced after the child has become more successful with the skill.

NRRC/P

Accession Number 90457

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Spinero

SOURCE: Suburban Unit AUTHOR(S): L. Zentner # 59

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F4-03 Multiplication/Multiplication Facts
F2-02 Addition/Addition Facts

CONSTRUCTION MATERIALS:
12"x12" heavy oaktag
felt tipped marker
cardboard spinner and fastener

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Large square of cardboard or heavy oaktag - 12" x 12"

2. The numbers one through ten are labled on the square in a circular manner as a clock face. Number 1 should be placed at top center and number 6 at bottom center with the other numeral spaced evenly between.

3. Cardboard spinner. Write the number 2, 4, 6, and 8 on one end of the spinner and the numbers 3, 5, 7 and 9 on the other end.

4. Paper fastener for fastening the spinner to the center of the square.

DIRECTIONS FOR USE:

Before the game begins, the child must decide which figure on the spinner he is to use the first time. The child flips the spinner. When it stops, he must give the sum or the multiple of the number pointed to and the number on the spinner.

NRRC/P

Accession Number 90459

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Number Fish

SOURCE: Suburban Unit AUTHOR(S): J. Ness # 21

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts

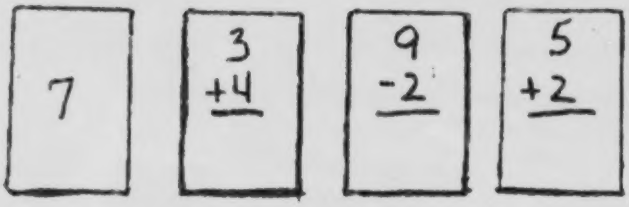
CONSTRUCTION MATERIALS:

cards (2"x4")
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 52 two by four inch flash cards. These cards are used to make 13 sets of four cards each. A set consists of one card which shows a single number and three cards which show arithmetic problems which have that number as their answer.



DIRECTIONS FOR USE:

Two to four players may play at once. The dealer gives 6 cards to each player. The remainder of the cards are placed face down in the center of the table. The object of the game is to collect sets that match. A match consists of four cards - 1 single number card and 3 number combination cards with that answer.

Suppose the player had the following cards: 8 + 2, 10, and 15 - 5, he may then ask anyone at the table "Give me all your tens. If the player keeps his turn and keeps asking other players as long as each player has the card asked for. If he does not have the card asked for he tells the asking player "Fish". If the card drawn is the number asked for, the player draws again.

Each time a player collects a set of four, he puts them on the table. When all the cards are used, the player with the most matched sets wins.

Accession Number 90460

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Math Football

SOURCE: Suburban Unit

AUTHOR(S): R. Gross # 19

FORMAT: game

EDITOR(S): J. Martin

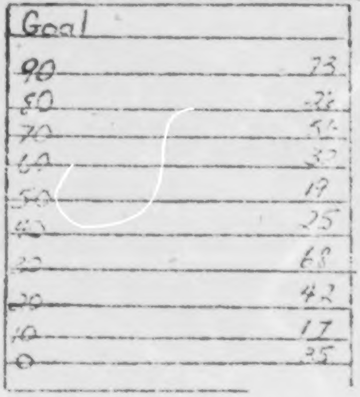
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F5-02 Division/Division Facts
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts
F4-03 Multiplication/Multiplication Facts

CONSTRUCTION MATERIALS:
posterboard
felt tipped marker
tagboard

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Draw 10 parallel lines on a piece of paper. On the right side of each line, write a number (can be one or two-digit). On the left side of the first line, write a zero; on the next line - 10 etc. continuing to 90. This will designate yard lines.
2. Cut 5 small footballs of tagboard. On each football write a number (can be one or two-digit).



DIRECTIONS FOR USE: The student must work very quickly and accurately if he wants to score a touchdown. Team "A" will carry the ball first. Their player will draw a football and take it to the football board. By each ten yard line there is a number. He will mentally add the number on the ten yard line and say his answer. Then he will add the football number to the number on the twenty-yard line, the thirty-yard line, and so on, going towards the goal line.

If he can complete all additions correctly within 20 seconds (or whatever the time limit is), he will score a touchdown and make 7 points for his team. Then the next player on Team "A" may come and pick a football, and play in the same way. As soon as one member from Team "A" fumbles, either by giving an incorrect answer or by failing to finish in the allotted time, Team "B" will take possession of the ball and try to score.

NRRC/P

Accession Number 90461

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Hand Paint Shade

SOURCE: Teaching Excep. Child. AUTHOR(S): Louise S. Appell

FORMAT: Teaching Aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D1-07 Reading Readiness/ Directionality

CONSTRUCTION MATERIALS:
window shade
adhesive backed plastic or construction paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Draw five left and five right hand shapes by tracing around a child's hand on plastic or construction paper. Cut out the shapes and press or glue them in a random fashion on a window shade. The shade can be hung in any convenient sopt in the classroom.

DIRECTIONS FOR USE: Direct the students to match their hands to the hand prints on the shade. Emphasize the use of appropriate verbal labels during each step of the activity. To prevent distraction or interference with other programming, the shade can be rolled up out of sight when not in use.

NRRC/P

Accession Number 90462

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Soft Touch Letters and Numbers

SOURCE: Teaching Excep. Child. AUTHOR(S): Louise S. Appell

FORMAT: manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-20 Reading Readiness/Letter Recognition
A5-03 Tactile Discrimination

CONSTRUCTION MATERIALS:

Heavy velveteen or velour
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Some children have such hypersensitive fingertips that they actually experience pain when touching sandpaper or rough surface ordinarily used in a tactile approach to teaching letters and numbers. For these children, cut letters and numbers from heavy velveteen or velours. Be sure to use material with a thick nap.

DIRECTIONS FOR USE: Use as an aid to letter and numbers recognition.

Accession Number 90463

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Scissors and Pencil Tether

SOURCE: Teaching Excep. Child.

AUTHOR(S): Louise S. Appell

FORMAT: motor aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

12-04 Fine Motor/Manual Dextertity

CONSTRUCTION MATERIALS:
elastic thread
knife

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Attach one end of a length of elastic thread to scissors and pencils and the other end to a button or a belt on the child. Cutting a groove around the pencil with a sharp knife and tying the thread in this groove will prevent the elastic from slipping.

DIRECTIONS FOR USE: Use for children with limited molulity who have a problem with dropping scissors and pencils.

NRRC/P

Accession Number 90464

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Reversal Problem Word Cards

SOURCE: Teaching Excep. Child.   AUTHOR(S): Harold A. Rupert

FORMAT: color cued aid   EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words
D1-12 Reading Readiness/Left to Right Progression
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

8" x 5" cards
red and green magic markers
sicssors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Construct 3 x 5 sight word cards using words which are typically reversed, e.g., "rat" and "tar", "pot" and "top", "peek" and "keep" "dear" and "read", "star" and "rats", "stop: and "spot". Color the initial consonant green and the ending consonant red. The red letters in between are printed in black.

DIRECTIONS FOR USE: The color cues help reinforce directions: green meaning go or start, red meaning stop. This aids the student in knowing where to start and stop reading the word. Instruct the student on how to use the color cues in reading the sight vocabulary cards. After the student has mastered these cards, he proceeds to #90465.

NRRC/P

Accession Number 90465

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Beginning Consonant Fun Book

SOURCE: Teaching Excep. Child. AUTHOR(S): Diane Doorlag

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:
stapler, masking tape, felt pen
tagboard
construction paper
metal notebook rings

CONSIDERATION FROM EDITOR(S):

For blind students or partially seeing students could also make their own books.

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Make a fun book: 15 pages, each of which refers to one of the easy beginning consonant sounds. Every page has a "pocket" containing a tangible item, the name of which begins with one the beginning consonant sounds. A set of 15 beginning consonant letter cards (braille or large print) completes the book. Suggestions for Items.

Bb- small books, buttons
Dd- plastic doily small doll
Ff- feather, fan
Hh- horn (toy cardboard)
Pp- paper plate, toy pig
Rr- small plastic record, ruler
Ss- small bars of soap
Jj- jacks
Kk- key
Ll- letter
Mm- toy magnet, play money
Tt- small toy truck
Vv- valentine
Ww- washcloth, wood

DIRECTIONS FOR USE:

The object is for the student to "match" each letter card to the corresponding item. He does this by placing a letter card in the pocket that corresponds with that same sound.

Accession Number 90466

NFRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: The Little Things Game

SOURCE: Teaching Excep. Child.

AUTHOR(S): Diane Doorlag

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-06 Auditory/Auditory Discrimination
D1-14 Reading Readiness/Match
D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

8 cup miffin pan
8 initial consonant letter cards
8 sets of small items

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Collect small items suitable for this game. Make roun initial consonant letter cards which correspond to the small items.

DIRECTIONS FOR USE: Students match the tangible items to the initial consonant letter cards. They place one card in the bottom of each cup, then proceed to place the "things" beginning with the same initial sound into the corresponding container.

NRRC/P

Accession Number 90467

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Relating Classroom Chores to Outside Jobs

SOURCE: Teaching Excep. Child. AUTHOR(S): C. Kokaska and A. Schmidt

FORMAT: chart EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

K1-10 Prevocational/Job Family Identification

CONSTRUCTION MATERIALS:

yardstick, pencil, stapler
22½" x 28½" tagboard
construction paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:

(ADAPTATION CONSTRUCTION) Rule all necessary lines with a pencil and yardstick. Make enough boxes so that each student will have a job. Retrace penciled lines with a felt marker. Place the name of the chart at the top; place numbers on the left side of the chart. letter each job in the larger boxes on the left. With paper cutter, shape pieces of construction paper so that they will fit in each box. Paste each piece of construction paper in a box and draw simple illustrations on the paper to correspond to the job indicated on the left. Cut 1½ x 10" pieces of tagboard for each member of the class. Leave the center box empty until the chart has been discussed with the class. Adult work can be discussed with students identifying the community jobs which correspond to the classroom.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90468

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Alphabet/Number Game

SOURCE: Teaching Excep. Child.

AUTHOR(S): Gary D. Collings

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

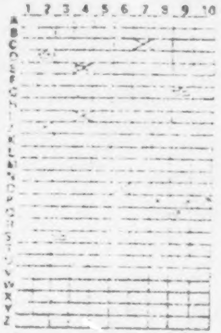
D8-10 Remedial Reading Programs
D1-20 Reading Readiness/Letter Recognition
F1-08 Numeral Recognition

CONSTRUCTION MATERIALS:

ditto paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Prepare grid sheets as illustrated with letters listed vertically and numbers listed horizontally.



DIRECTIONS FOR USE: Each student is given a grid sheet. Students draw 10 ships in the squares at random. The students then take turns calling out letters and numbers, such as "G-10". As the caller gives the number, every student crosses out the appropriate square. Since students must move down the alphabet to find the square, they review their letters during each turn. If a square in which a student has drawn a ship is called, the student has "lost" the ship. The winner is the one who has the most ships left at the end of the game. If a student calls a position that has previously been called, he loses his turn.

NRRC/P

Accession Number 90469

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Practice with Initial Sounds

SOURCE: Teaching Excep. Child.
AUTHOR(S): William Erickson

FORMAT: game
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Consonant/initial
D2-02 Phonics/Blend/Initial
D2-07 Phonics/Digraph/consonant

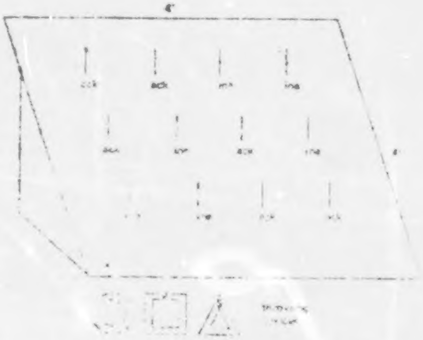
CONSTRUCTION MATERIALS:

plastic or cardboard rings
4' x 4' pegboard
pegs
masking tape

CONSIDERATION FROM EDITOR(S).

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Mount pegs 6" apart horizontally and vertically. Build a support frame for the pegboard and set it at about a 45 degree angle. Devise a labelling system to place in front of each peg that can be revised constantly. Often masking tape provides an inexpensive labelling technique. Label a series of plastic or cardboard rings with single consonant sounds, consonant blends, and consonant digraphs. Divide the rings into two sets: a) single consonant sounds and b) consonant blends and digraphs.



DIRECTIONS FOR USE:

1. In choosing the initial consonant sounds you plan to use, consult the diagnostic data you have collected and identify those sounds with which your students are having difficulty. To provide some beginning success with the game, include some sounds which the students already know.
2. Start with 2 or 3 letter words (regular words or nonsense words) with a single initial consonant e.g. go, boy, sug.
3. Instruct the student to toss a ring around any peg and then pronounce the wor on the label under the peg on which his toss lands.
4. Later, go to 4 letter words to allow for additional practice in sound blendin Make sure the student says each word after he blends the two phonic units.
5. When the student has the hang of the game, especially the motoric skill

Accession Number 90469

SER-LARS REPORT D-3

Continued

NRRC/P

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: ____________

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: ____________ EDITOR(S): ____________

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

involved, have him use the labeled rings. At this point, instruct the student to a) say the word on the ring toss, b) ring the peg over the matching label, and c) to say the word after he has ringed it. This provides additional practice in in prounciation as well as practice in visual matching.
NOTE: The degree of motor development and control called for by the whole exercise, but especially the matching of a specific ring with a specific peg, precludes using this exercise with those children who have motor difficulties.
6. Provide the student with an opportunity to use the words on the pegboard in a sentence from the chalkboard. Encourage students to write the words on the pegboard in a sentence, e.g. have them read a sentence from the chalkboard or in their books. This type of multisensory experience can help reinforce learning.
7. Gradually begin to introduce initial blends and digraphs.
8. This same technique can be adapted for drill with medial and final, consonants

Accession Number 90469

NRRC/P

SER-LARS REPORT D-3

Continued

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: ______

SOURCE: ______ AUTHOR(S): ______

FORMAT: ______ EDITOR(S): ______

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

as well as work with vowels.
9. Nonsense words should be pronounced with equal effort. This ability of the student to say a nonsense word will provide the teacher with a clue to the child's ability to say the initial sound unit and to blend the initial sound unit with othe phonic units.
10. The use of various types of scoring techniques will help stimulus interest. Just the throwing of the rings is enough motivation of most students.
11. The Peg-Ring Board can be used for many types of drills by simply changing the skill that is labelled on the board under the pegs. For example, with a series of paper shapes under the pegs, the students can match the throwing devices with the shapes under the pegs. The students then throw a square toss around the peg labeled square, and a circle around the peg labeled circle.

NRRC/P

Accession Number 90470

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Posters for Motivation

SOURCE: Teaching Excep. Child. AUTHOR(S): Bunny Olds

FORMAT: posters EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

commercially available posters
yarn
oaktag
thumb tacks
bulletin board

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The initial step is to identify the various parts of the poster subject and to write the words identifying each part on the oak tag cards. Each word card is then linked to its respective poster "part" by means of the yarn and thumb tacks.

DIRECTIONS FOR USE: One enjoyable game is to label the parts of the poster subject incorrectly and then let the students correct the labels by changing the position of the yarn. Since the posters come in such a wide variety of subject, they can be used to teach almost anything, e.g., colors, parts of the body, flowers, identification of famous people, and even as idea starters for writing compositions. Such a display in a classroom sustains interest while accomplishing a two-fold purpose--teaching sight vocabulary and familiarizing students with aspects of contemporary life.

NRRC/P

Accession Number 90471

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Feeding the Animals

SOURCE: Teaching Excep. Child.

AUTHOR(S): Glenda C. Halter

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

paper sacks
felt tipped markers
tacks, magazines

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) On the front of each sack place a picture of an animal whose name begins with the sound you want to teach. Use an alliterated first name to reinforce the sound you are teaching e.g. "f" "Fannie Fish". Write both names below the picture.
Examples of animals whose names begin with letters which take the sound of that letter are listed below.

B Billy Bear
D Danny Deer
F Fannie Fish
G George Gerbil
H Harry Horse
K Kelly Kangaroo
L Lilly Lamb
M Millie Mouse
P Porkey Pig
R Rocky Rooster
S Sammy Salamander
T Tizzy Turtle
W Willy Worm
Z Zeke Zebra

DIRECTIONS FOR USE:
Have students find pictures that begin with the same sound as the name of the animal on the sack. By placing their pictures in the proper sack, they are thus "feeding the animals". This could be used, not only for initial sounds, but also for final and medial sounds, rhyming words, etc.

Accession Number 90472

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Concentration Game

SOURCE: Teaching Excep. Child. AUTHOR(S): Fran T. Robson

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
D2-04 Phonics/Consonant/Initial
D2-02 Phonics/Blend/Initial

CONSTRUCTION MATERIALS:
24 5" x 8" cards
old magazines
pegboard and pegs
scissors
magic markers
crayons

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) On each card, print one of the words from a list of 12 word pairs (one word to a card). Underline the initial consonant or blend. The students can cut out appropriate pictures to match each word. On the reverse side of each card, print a number from 1 to 24. Make a hole in each card so cards can be arranged on the pegboard, six cards across and four down.

DIRECTIONS FOR USE: Two students can play at a time. Hang all the cards on the pegboard, number sides facing the players. The first player chooses two numbers and the corresponding cards are turned over. The student reads the two words aloud. If the initial consonants or blends are the same, the player has a "match", is given the cards to hold until the end of the game, and chooses two more numbers. His turn continues until he no longer matches the cards. Unmatched cards are placed back on the board with the number sides facing the players. The game continues until all matches have been removed from the board. The player with the largest number of pairs wins the game.

Accession Number 90473

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Map Making to Teach Directions

SOURCE: Teaching Excep. Child. AUTHOR(S): Vernon C. Larsen

FORMAT: teaching aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-07 Reading Readiness/Directionality
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

large piece of cardboard
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Make a map of a town which has seven or eight streets running each way. It is a good idea to include a few dead end streets. On this map, write in street names and include symbols for a school, a bank, a post office, a supermarket a gas station, a police station, a church, and several homes. If most of these items can be found near the school, the school neighborhood can be used. Mark the homes with the names of students in your class who live nearby. Have map top facing north to make an accurate representation A large representation of the compass of the compass points should be drawn at one corner of the map.

DIRECTIONS FOR USE:
Have Children Practice Giving Directions:

Have the children give you directions from one point to another. This can be done first using left and right directions and then later using north, south, east, and west directions. After basic directions have been learned, give the children a starting point, and tell them directions for reaching an unknown point. Then ask them to figure out what their final destination would be. After that ask one student to tell another student how to get them from the school to his house or to the supermarket. Have the other student use his finger on the map to follow directions. These exercises help children learn to tell right from left and teach them how to apply compass directions. Students also gain practice in counting and can be taught to use ordinal numbers (first, second, third, as in phrases such as "turn right at the third intersection".

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Accession Number 90473

SER-LARS REPORT D-3

Continued

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: ____________

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: ____________ EDITOR(S): ____________

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Make it More Challenging:

Depending on the ability of the students, fractions can be taught by locating buildings at quarter block and half-block positions. To make giving directions much more difficult (for gifted children) the town can be enlarged, buildings can be added, and some streets made one way. To really make the exercise a challenge, run a river through the town and add a few angled or extremely short streets.

Give EMR Students Special Exercises:

Have EMR students walk the area to find the main items on the map. Point out that a street sign is parallel to the direction of the street. Another exercise would involve the use of another map. This map should include street names, but should

Accession Number 90473

SER-LARS REPORT D-3

Continued

NRRC/P

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: ____________

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: ____________ EDITOR(S): ____________

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

be minus the building symbols. Have students put the symbols in their correct locations. The town map might be preceded by a map of the classroom, and then of the school.

NRRC/P

Accession Number 90474

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Tactile Doll

SOURCE: Teaching Excep. Child.
AUTHOR(S): Berta Rafael

FORMAT: manipulative aid
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A5-07 Tactile Perception

CONSTRUCTION MATERIALS:

material of various colors
and textures
two pieces of cardboard

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:

(ADAPTATION CONSTRUCTION) Take 2 pieces of shirtboard or cardboard that size. On one piece, draw a boy or girl. Use magic markers and water colors. Non-artists can trace a girl or boy from a coloring book onto a piece of tracing paper and then transfer the pattern through a piece of carbon paper onto the cardboard. Glue on wool yarn for hair and perhaps a silk hair ribbon for girls. Cut out all items of clothing. Punch two holes in the tops of both pieces of cardboard and connect the wool string loosely enough to open the top. Slip pieces of clothing inside cards.

DIRECTIONS FOR USE:

NRRC/P

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SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Signo

SOURCE: Teaching Excep. Child. AUTHOR(S): Connie Musick

FORMAT: Game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
J8-19 Safety/Signs

CONSTRUCTION MATERIALS:

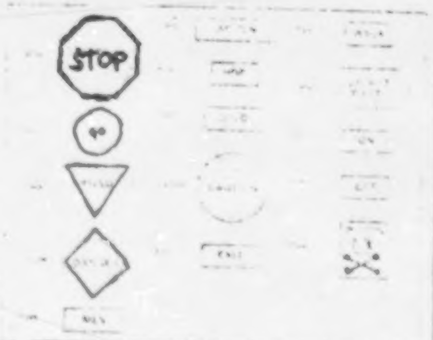
heavy poster board
felt markers in assorted colors
ruler, paper cutter (or scissors)
clear adhesive paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Choose the signs to be taught. Collect a list of functional signs that you feel your class needs to learn. These signs should be collected from the child's immediate environment. As you make your list, notice the color scheme of each sign. Use the same sign when you reproduce the sign on the game card. The following is a sample list. Each teacher may choose to either add or eliminate items to fit their childrens' learning level. Also the signs located in your paricular community may necessitate change in the list. Samples of signs which can be used are shown.

Make the game cards by cutting poster board into 9" sided squares. One of these should be made for each child. Divide each 9" square into nine 3" squares drawing in the lines with a wide tip black felt marker.



The center square should be the "Free Spot". Either write the word FREE or glue a flower or star to distinguish this square from the remaining eight.

In order to avoid duplicating any two game cards, include as many or more signs in your list as children who will play the game. For example, if 14 children will be playing the game, include 14 or more different signs to choose from. Fill in the eight remaining squares on each game card with eight different signs. It is advisable to keep a tally of how many times you repeat each sign to avoid over or under using one particular sign.

Accession Number 90475

SER-LARS REPORT D-3

Continued

NRRC/P

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______________

TITLE: ______________

SOURCE: ______________ AUTHOR(S): ______________

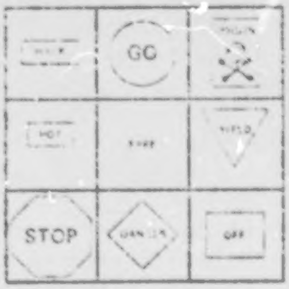
FORMAT: ______________ EDITOR(S): ______________

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

When reproducing the signs, aim to be as accurate as feasible regarding the colors and shapes of the signs. The accuracy will facilitate transfer of learning for the mentally handicapped child. See sample game card.

Markers to cover signs called can be made from the scraps of the poster board or from 1" tiles squares or wood blocks. Avoid using lightweight paper or small objects such as beans, since these can easily be moved from the game card on 9" square poster board so they can be seen by the whole class. You should have as many of these sign flash cards as you have different signs.

When you complete the set of game cards and sign flash cards you can make them durable and long lasting by covering each with a piece of clear adhesive paper (this paper comes by the yard, is self sticking and is transparent).



Sample Game Card

DIRECTIONS FOR USE: Present each sign flash card to the class. This will familiarize the class with the signs which are being taught. When presenting each card, emphasize the colors in the sign and its shape. Demonstrate the meaning of the signs by role playing situations in which the child comes across the sign and reacts to it. (For example, place the signs for Boys and Girls on two doors and let a child choose which door he/she would enter).

When the class is sufficiently familiar with the signs, give each child a game card and nine markers. Hold up one sign flash card at a time so that all the students see it Read the sign aloud. (After playing the game for a length of time the teacher can merely call out the sign without showing it). When a child has three squares covered in succession he calls out "Signo". The first child to call out this word is the winner.

This game is a fun way to teach vocabulary, number facts, colors, and many other concepts.

NRRC/P

Accession Number 90476

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Classroom Activities Chart

SOURCE: Teaching Excep. Child. AUTHOR(S): James C. Viggiani

FORMAT: Teaching Aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

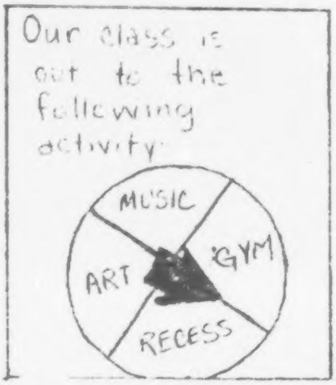
D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:
compass
ruler
Scissors
12" x 18" sheet of white tagboard
colored construction paper
black magic marker
paper fasterners

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Cut pie shaped pieces of construction paper. This number can vary, depending upon how many activities the teacher wishes to indicate on the chart. It is suggested that the teacher first draw a circle on a piece of paper to help decide on number of sections. Use a compass to draw the first slice. Print activities on the slices. Fasten pie shapes to tagboard leaving at least a 1/4" space between each shape. Make an arrow from a small piece of tagboard. Draw a heavy black line around the edge of the arrow and fasten it in the center of the circle with paper fastener.

DIRECTIONS FOR USE: Assign individual students to change the arrow each time the class leaves the room.


Our class is out to the following activity:
MUSIC
GYM
ART
RECESS

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SER-LARS REPORT D-3

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☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Hanging Up the Alphabet

SOURCE: Teaching Excep. Child. AUTHOR(S): Doris L. Little

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet
D5-13 Vocabulary Development/Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

clothespins
clothesline
3" x 5" cards
magic markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Print letters of alphabet on 3" x 5" cards. String a six foot clothesline in a convenient spot low enough to be reached comfortably by all the students.

DIRECTIONS FOR USE: Write a word on the chalkboard. Assign a student who knows some of the letter as the cheerleader. In typical high school fashion the cheerleader calls out, "Give me an S". The students repond enthusiastically, "S". Choose another student to go to a table and find an "S", which is printed on a card. The student then takes the card with the letter to the clothesline. Nearby are several pinch type chothespins. Help may be needed to operate the clothespins. The same routine is followed until the word is hanging on the clothesline. Other students immediately volunteer for the cheerleader position and for pinning the letters on the clothesline. The teacher may choose words of high interest which are in the student's vocabularies.

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Accession Number 90478

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Synonym, Antonym, Homonym Concentration

SOURCE: Teaching Except. Child. AUTHOR(S): Janice Footlik

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-02 Vocabulary/Antonym
D5-06 Vocabulary/Homonym
D5-12 Vocabulary/Synonym

CONSTRUCTION MATERIALS:

3" x 5" cards
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Words from each category (homonym, synonym, antonym) are put on 3" x 5" cards.

DIRECTIONS FOR USE: The words from one cateogry are mixed and turned face down. The student picks up one card and tries to find the appropriate match. If he does, he keeps both cards. If there is no match, he drops them back in place, and the next person takes his turn. At the end of the game the person with the most matches wins.

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Accession Number 90479

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Learning Smocks

SOURCE: Teaching Except. Child. AUTHOR(S): Constance Patrowicz

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

J9-02 Dressing/Undressing/Buttons, Snaps, Zippers
M2-12 Social Interaction/Social Behavior

CONSTRUCTION MATERIALS:

2 smocks
buttons
zipper
hook and eye
tie string

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Sew zipper in the front, a tie string at the neck, and two vest pockets - one with a snap and the other with a button on one smock. One the second smock sew lacing (similar to a shoe), buttons on each pocket and a tie string at the neck. The laced smock goes on over the head and pulls down and the zippered smock goes on as a jacket does.

DIRECTIONS FOR USE: To make the wearing of the smock fun and an honor, choose a host or hostess for the room each day. The host is the only one to wear the smock that day. The host's duties are to greet all guests and handle the guest's request if it is within his capabilities. By learning to button and zip a smock he is wearing rather than one on a doll, the student learns the correct orientation for skills. Thus he can transfer these skills to his own coats, shirts, and sweaters.

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SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Monopoly
SOURCE: Teaching Excep. Child. AUTHOR(S): A. DeBoer and T. Hockserna
FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F7-04 Money/Making Change

CONSTRUCTION MATERIALS:
cardboard 22" x 27"
2" x 4" pieces of construction paper
felt tipped pen

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Glue construction paper pieces around the outside of the board. Draw small pictures on these spaces along with various instructions which tell the players what to do when they land on the squares. In the center of the board are places for the CHANCE and? cards. The entire surface can be laminated for longer wear.

DIRECTIONS FOR USE:
1. All players begin by placing their markers on GO.
2. One player is chosen to be the banker. His duty is to collect and disburse all monies.
3. Each player receives $1.00 in change from the bank to start the game: 2 quarters 2 dimes, 4 nickels, and 10 pennies.
4. Each player in turn moves the number of spaces shown on one throw of a die.
5. A player must follow the instructions given on each space he lands on.
6. If a player lands on a space marked CHANCE or ?, he draws the appropriate card from the center of the board and does as it tells him.
7. If a player lands in jail, he must either roll a 4 on the die or pay the banker 30¢.
8. Each time a player passes GO he collects $1.00 from the bank.
9. A time limit is set for playing the game. At the end of this period the player with the most money wins a candy bar.

Accession Number 90480

SER-LARS REPORT D-3

Continued

NRRC/P

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: ______

SOURCE: ______ AUTHOR(S): ______

FORMAT: ______ EDITOR(S): ______

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

CHANCE and? Cards

Several of the spaces around the board are marked either CHANCE or ? There are suggested directions to be placed on those cards:

You pay bank 6¢
Bank gives you 10¢
You pay bank 13¢
Bank pays you 18¢
Get a free candy bar
Give 5¢ to the player on your right
Get 5¢ from the player on your left

Move 4 spaces ahead
Move back 2 spaces
Lose one turn
Take an extra turn

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SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: The Baseball Game

SOURCE: Teaching Excep. Child.

AUTHOR(S): Robert Gardner

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F0-00 Mathematics
G0-00 Social Studies
H0-00 Science

CONSTRUCTION MATERIALS:

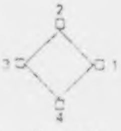
3" x 5" cards

CONSIDERATION FROM EDITOR(S):

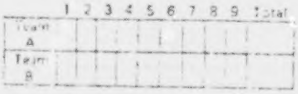
Can be adapted to almost any subject.

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

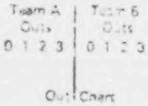
Put questions to be answered by students on 3 x 5 cards. Use previously covered material.



Diamond



Score Box



Out Chart

DIRECTIONS FOR USE:

2. The questions should be arranged in levels of difficulty with easier questions worth "singles" while harder questions are "doubles" and "triples". The most difficult ones are "homeruns".
3. These questions then should be written on 3" x 5" cards and placed in four piles marked singles, doubles, triples, and homeruns.
4. The class should be divided into two groups or teams with team captains. One person is the scorekeeper.
5. The scorekeeper draws a baseball diamond for each team plus a score box and an out chart on the blackboard. The diamonds indicate visually exactly where each person is as far as scoring runs. The length of the game can be set to any number of innings.

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Accession Number 90481

SER-LARS REPORT D-3

Continued

☐ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: ____________

SOURCE: ____________ AUTHOR(S): ____________

FORMAT: ____________ EDITOR(S): ____________

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

6. A coin is flipped and the winning team decides whether or not to bat first.
7. Each batter can choose the type of question he will try to answer. Keeping in mind the use of strategy to get runs, team captains may advise the players whether to choose singles, doubles, triples, or homeruns.
8. If the batter gets the question wrong, the team receives one out. After three outs the next team is up to bat and has a chance to answer questions.
9. The noise level may be kept down by automatically giving outs to whichever side is talking or making noise.
10. All questions incorrectly answered can be asked again throughout the game, used to break a tie, or discussed at the conclusion of the game.

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Accession Number 90482

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Clip and Spell

SOURCE: Teaching Excep. Child. AUTHOR(S): Marcia Medintz

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3-05 Spelling/Spelling Words

CONSTRUCTION MATERIALS:

transparent tape
clothespins
masonite wood or sturdy cardboard
2 envelopes
paint magic marker

CONSIDERATION FROM EDITOR(S):

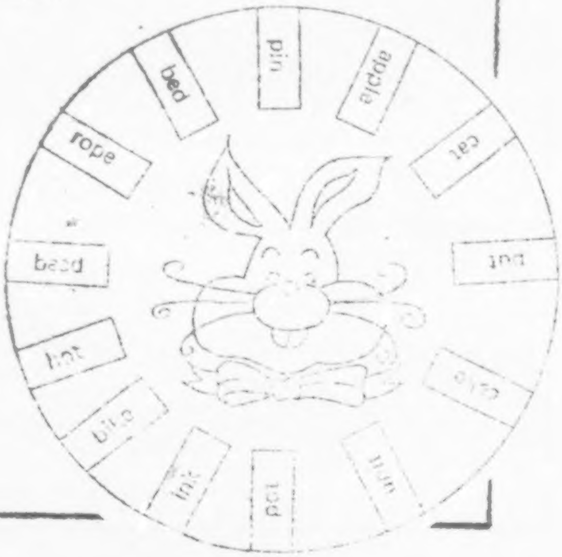
DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

1. Cut a circle 12" in diameter out of masonite or any sturdy cardboard.
2. Paint the board a bright color.
3. Cut 12 pieces of poster board into as many 1 1/2" x 3" rectangles as you need. Laminating the paper adds to the durability of the product.
4. With magic marker write on each rectangular card a word exemplifying a specific vowel sound.
5. Tape cards around the board as in the diagram. Place tape on reverse side of the card so it does not show. If a metal surface were used as the base, magnetic tape could be substituted for the transparent tape.

DIRECTIONS FOR USE:

The player removes all the clothespins from the envelope and sounds out the vowel sound on each pin. Then he pronounces each of the words on the wheel. Finally he picks up a clothespin pronounces the vowel sound and clips the pin onto the appropriate word on the wheel. Then he spells the word.

The rules should be taped on the back of the wheel and an answer key placed in a small envelope. All materials involving a specific concept should be kept in an envelope for easy storage.



Accession Number 90483

SER-LARS REPORT D-3

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Kit for Developing Sounding Patterns

SOURCE: Teaching Except. Child. AUTHOR(S): Barbara Pentz

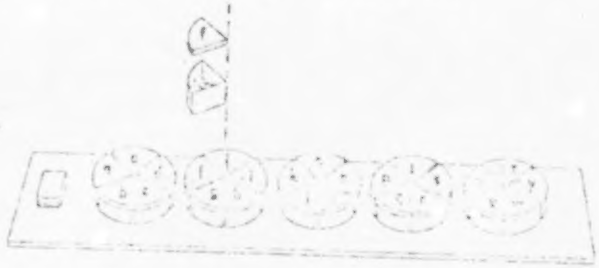
FORMAT: teaching aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
E4-05 Expressive Language
E4-12 Soundmaking/Articulation

CONSTRUCTION MATERIALS:
5 Rubbermaid storage bins
board
colored cards

CONSIDERATION FROM EDITOR(S):



DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cover each bin with a different color construction paper. Put one lower case letter of the alphabet on the top of each section. Place bins on a painted board which also holds a small package of colored cards on which the lower case letters of the alphabet are written. In each of the pie sections place eight articles which begin with the sound printed on the lid.

DIRECTIONS FOR USE: Instruct student to choose a card from the deck and match the color of the card with the color of the bin. He then matches the letter with the corresponding letter on the lid, opens the lid, and takes an object from the bin. He first tries to say the name of the object; the teacher says it correctly, and the pupil repeats it.

Accession Number 90484

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Word Tails

SOURCE: Teaching Excp. Child. AUTHOR(S): Mary Grinnell

FORMAT: manipulative aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E4-12 Soundmaking Articulation
D2-03 Phonics/Consonant/final

CONSTRUCTION MATERIALS:

construction paper
magic markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Select animal names which can be separated into a word and a "tail" to show the student how they need "tails" to be complete.
(ca t) (do g) (pi g)

Draw pictures with the tails separate from the body of the animals. (If you do each one in a different color, they will be easier to locate when they are all in a box together.)

DIRECTIONS FOR USE: Show the animal and its tail separated as you say the word in two parts. Show the student how to say the first part, then the "tail". It is easier to start with words which have voiceless endings, as they are easier to say in isolation. Gradually bring the two parts together with each presentation asking him to say it closer together as you merge the first part and the tail.

Accession Number 90485

SER-LARS REPORT D-3

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______________

TITLE: Concept Slapjack

SOURCE: Teaching Excep. Child. AUTHOR(S): S. Thiagarajan

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-09 Concept Memory

CONSTRUCTION MATERIALS:

3" x 5" cards
felt tipped markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:

(ADAPTATION CONSTRUCTION) Select 3 or 4 related concepts. Examples of such sets of concepts are squares, triangles, and rectangles; islands, lakes, and peninsulas; and animals reptiles, and fish. Identify the critical characteristics shared by all examples of each concept. Identify the non critical characteristics which he holds face down. Each student is also given five chips. The teacher names a turn to place the top card of his pile face up on the table. If the figure is a square, the first student to slap it scores a point and gets a chip from the teacher. If a child makes an error and slaps a rectangle, for example, he loses a point and gives a chip to the teacher. The game ends when all cards have been played. The student with the most chips is the winner.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90486

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: A Calendar Accounting System

SOURCE: Teaching Excep. Child. AUTHOR(S): Chiara Gigliotti

FORMAT: ____ EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

B1-07 Self/Motivation
F7-12 Time Concepts
E5-01 Study Skills/Alphabetize

CONSTRUCTION MATERIALS:

accordian file
tagboard
felt tipped marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Make an accordian file for each class period and number the files with large digits. Make a copy of a large block calendar for each student, leaving space for the student's name, the name of the month, and the class period. The calendars are then placed in the accordian files.

DIRECTIONS FOR USE: Each day the students come in and take their personal calendars from the file before sitting down. Points are given daily for homework, classwork, reading, and behavior. These points are placed within the datebox for the day they are earned. Every Friday the students add up their points for the week. The teacher enters the weekly total in his book for reference. Points are subtracted each day for poor classroom behavior.

NRRC/P

Accession Number 90487

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: A Listening Room

SOURCE: Teaching Excep. Child.

AUTHOR(S): Elizabeth Ray

FORMAT: Teaching aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-02 Auditory/Auditory Attention span
A1-06 Auditory/Auditory Discrimination
A1-10 Auditory/Visual Motor Integration

CONSTRUCTION MATERIALS:

taperecorder and tapes
slot chart for answer cards
small flash cards
index cards (3" x 5")

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Prepare tapes, answer cards, answer chart, and answer key in area in which student needs additional work: Auditory Memory, Biographical Questions, Who, When, Where, Why Questions, Zoo Animal Sounds, Riddles, Word Definitions, etc.

DIRECTIONS FOR USE: Before having the students work by themselves on the taperecorder, review the material on the tape. The student then listens to the first question on the tape, stops the tape recorder and finds the answer card. He then places it in the first slot of the answer chart. He repeats the process with the next question. When he finishes listening to the tape, he gets the answer key, checks his own work, and rewinds the tape. He then records the number of correct answers on the progress chart.

NRRC/P

Accession Number 90488

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Time Sheets

SOURCE: Teaching Excep. Child. AUTHOR(S): Jacqueline Hollon

FORMAT: dittos EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-08 Time Perspective
B1-07 Self/Motivation

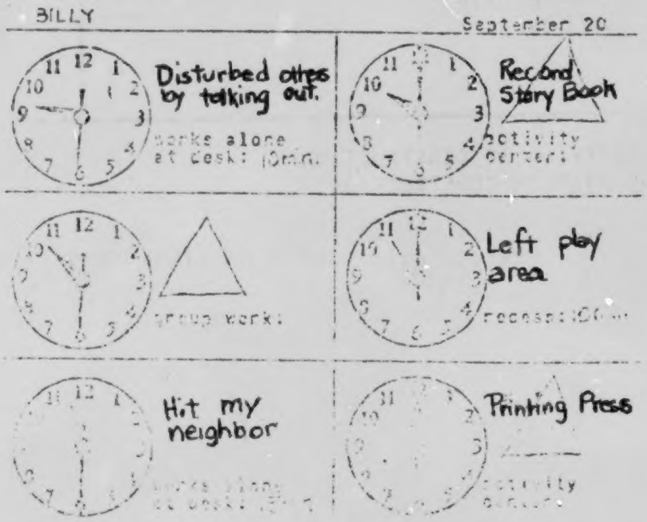
CONSTRUCTION MATERIALS:

ditto sheets
felt tipped marker
M & M's

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make a time sheet on a ditto master with 30 minute intervals as shown:

CONSIDERATION FROM EDITOR(S):


BILLY
September 20
Disturbed othes by talking out.
works alone at desk: 10min.
Record Story Book
activity center:
group work:
Left play area
recess:
Hit my neighbor
Printing Press
activity center:

DIRECTIONS FOR USE: Each student keep track of time and its use on a chart. He writes the correct time on the line provided and evaluates, with the help of his teacher, how well he uses each segment of time. If he has done what he was assisgned to do, he is instructed to draw a triangle in the space. At the end of the day the student counts the number of triangles he has earned and receives a reward such as same number of M & M's.

Accession Number 90489

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Sight Word Filmstrip

SOURCE: Western Unit

AUTHOR(S): R. Silverman # 40

FORMAT: filmstrip

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Developement/Sight Words

CONSTRUCTION MATERIALS:

blank filmstrip
marker

CONSIDERATION FROM EDITOR(S):

need filmstrip viewer
filmstrip projector

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write sight words on blank filmstrip.

DIRECTIONS FOR USE:

Can be done individually with viewer or large group with projector.

NRRC/P

Accession Number 9049C

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Silverman Game Board

SOURCE: Western Unit

AUTHOR(S): R. Silverman # 40

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

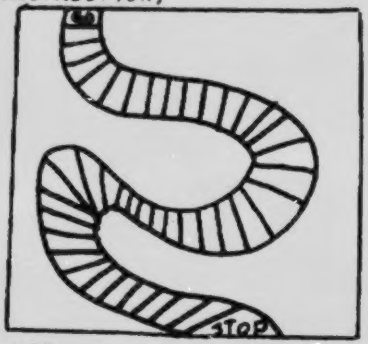
E3-05 Spelling/Spelling Words
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts
D5-13 Vocabulary Development Sight Words

CONSTRUCTION MATERIALS:

oaktag
marker
spinner

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



Print spelling words, math facts or sight words on the board.

DIRECTIONS FOR USE:

Students spin to see how far to go. They must say the word, spell the word or give the answer before they can move to that square.

NRRC/P

Accession Number 90492

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Letter Recognition Response Shapers 1-9

SOURCE: Rural Unit

AUTHOR(S): B. Frawley # 32

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-20 Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

ditto
acetate window folder
(exposing one row at a time)

CONSIDERATION FROM EDITOR(S):

sheets on other letters
available on request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A I A N V
A
L A E
K F A
R Y A
A V N
A

DIRECTIONS FOR USE: Student will point to designated letter when it is introduced in isolation and when introduced with progressively more similar distractions, naming the letter as he points:

In the first row, student is to match letter at far left of rwo to one of the three distractors of very similar configuration.

In the second row of the task instructor says, "Point to J", and the student points to and repeats the name of the letter.

In rows three and four student discriminates the name letter from two distractors similar in configuration.

In row five the size cue is faded and the student is required to discriminate and name letter from two distractors different in configuration.

In row six, the student discriminate letter from two distractors of similar configuration.

In row seven, student names letter presented in isolation.

NRRC/P

Accession Number 90493

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Letter Discrimination Task

SOURCE: Rural Unit

AUTHOR(S): B. Frawley # 32

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-01 Readiness/Alphabet

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A F M G C D
K L N P S O
W X O K R M

DIRECTIONS FOR USE:

When shown an upper case manuscript alphabet letter, student will orally name letter and point to it.

Accession Number 90494

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Typing Pattern Exercises 1-4

SOURCE: Rural Unit

AUTHOR(S): B. Frawley # 32

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

Need Typewriter

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Following are examples of each:

1. J_ JJ__ J___ JJJ____ J____ J_____
2. JF_ FJ__ JJF___ FFF____ FJJ_____
3. JFK__ FKK____ KJF_____ KJJ_____ FF____
4. DD__ JD___ DJKF_____ JKF_____

DIRECTIONS FOR USE:

Given typewriter with only J and F exposed, (all other keys covered with blank white adhesive labels) student will place right index finger on 'J' key and type 'J' when given oral direction.

Student can reproduce patterns of letters as they appear in the exercises.

NRRC/P

Accession Number 90495

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Number Cards

SOURCE: Western Unit AUTHOR(S): R. Silverman # 40

FORMAT: cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-09 Numeration/Number Sequence

CONSTRUCTION MATERIALS:

oaktag
scissors
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Use 20 cards to make numbers by 5 to 100.

Use 10 card to make numbers by 10 to 100.

DIRECTIONS FOR USE:

Use cards for drill.

NRRC/P

Accession Number 90496

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Number Line

SOURCE: Middle Urban Unit

AUTHOR(S): Y. Williams # 21

FORMAT: ________

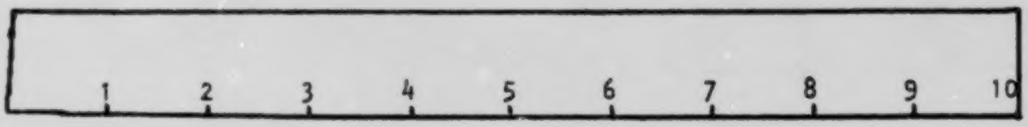
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F1-07 Numeration/Number Line
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts

CONSTRUCTION MATERIALS:
oaktag
ruler
marker
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

NRRC/P

Accession Number 90497

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Raised Sandpaper Alphabet Cards

SOURCE: Ruarl Unit AUTHOR(S): B. Rutter # 22

FORMAT: cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet
A5-06 Tactile/Tactile Sequential Memory

CONSTRUCTION MATERIALS:

sandpaper
scissors
letters to trace
construction paper

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut letters our of sandpaper. Paste on construction paper.

DIRECTIONS FOR USE:

Instruct student to use one finger and trace over letter while saying it's name.

NRRC/P

Accession Number 90498

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Money Charts

SOURCE: Suburban Unit

AUTHOR(S): K. Gordon # 31

FORMAT: charts

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F7-07 Money/Time/Measurement/Geometry/Money Concepts

CONSTRUCTION MATERIALS:

12"x18" cardboard
ruler
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide into 24 sections.

$ .01	$ .02	$ .03	$ .04	$ .05	$ .06
1¢	2¢	3¢	4¢	5¢	6¢

DIRECTIONS FOR USE:

Child is given real money. He must fill in the sections with the correct amount of coins to complete shart. Then he counts the coins back for reinforcement. During the whole time he must remember:

1. Never use more than 4 pennies.

2. Never use more than one nickel. A modification of the charts can be made by changing the order of numbers on the chart.

Accession Number 90499

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Clothing Sight Words

SOURCE: Rural Unit AUTHOR(S): J. Bartoo # 60

FORMAT: cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-10 Reading Readiness/Label, Name
D5-13 Vocabulary Development/Vocabulary/Sight words

CONSTRUCTION MATERIALS:

oaktag
scissors
magazine
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 2" strips of oaktag-fasten to pictures of clothing label types of clothing.

DIRECTIONS FOR USE:

Have student point ot picture and read word aloud. If student has trouble, teacher should say name and ask student to repeat.

When the student can name with written names, remove then and have student do same thing with each picture. Replace or- hold up card only when student has difficulty and remove again.

When student can do 9 out of 10 of the cards repeat procedures with magazines pictures and actual clothing.

NRRC/P

Accession Number 90500

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Prepositional Commands Game

SOURCE: Rural Unit

AUTHOR(S): J. Bartoo # 60

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-13 Auditory/Auditory Sequential Memory
E1-05 English Grammer/Preposition
E4-08 Speech and Language Development/Receptive Language

CONSTRUCTION MATERIALS:
writing paper
marker, scissors
bag or box to hold slips of paper
objects needed to carry out directions
within reach

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write several short one command sentences using the prepositions "over under, in, on" in this format: "Put the (object) (prep.) the (object)" - on folded slip of paper.

DIRECTIONS FOR USE:

Have the student take a folded piece of paper from the 'grab bag', read the directions out loud first (later the student may read the directions silently) and then complete the task.

If student successfully completes task, praise verbally of not, show the correct response and return the folded slip of paper to the 'grab bag' for a second try.

NRRC/P

Accession Number 90501

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Cutting Practice Ditto

SOURCE: Ruaral Unit

AUTHOR(S): J. Bartoo # 60

FORMAT:

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-05 Readiness/Cut, Paste, Position

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Ditto sheets were used with the shapes:

○ □
△ ||||

Shapes vary in size.

DIRECTIONS FOR USE:

Student uses scissors to cut them out.

NRRC/P

Accession Number 90502

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Flower Gardens Sight Vocabulary

SOURCE: Middle Urban Unit

AUTHOR(S): P. Wittenmyer # 29

FORMAT: cards

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Sight Words

CONSTRUCTION MATERIALS:

file box
index cards
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Print words student knows on cards.

DIRECTIONS FOR USE:

A file box contains all the sight words the student knows. Each day the student is required to say these words. If a word is not recognized, the student will write that word.

New words were added periodically and once learned the words become flower petals until the garden is complete.

NRRC/P

Accession Number 90503

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: War

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-08 Numeration/Numeral Recognition
F1-09 Numeration/Number Sequence

CONSTRUCTION MATERIALS:

playing cards

CONSIDERATION FROM EDITOR(S):

two players

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Each player throws a card on the table. The player with the highest number card takes both cards. If both cards are the same, the players throw two cards face down and one up, (highest card takes all cards).

Accession Number 90504

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Cardboard Block Letters

SOURCE: Suburban Unit

AUTHOR(S): A. Dentith # 28

FORMAT: work

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet
D1-20 Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

carboard
ruler
marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Trace large block letters onto cardboard.

DIRECTIONS FOR USE:

Student colors in the letters.

NRRC/P

Accession Number 90505

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Box Paper Letters

SOURCE: Suburban Unit

AUTHOR(S): A. Dentith # 28

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3-05 Spelling/Spelling Words
D1-08 Readiness/Dot Joining

CONSTRUCTION MATERIALS:

8"x10" paper
ruler

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Block an 8"x10" paper into quarters.

Draw dot to dot leters on the paper.

DIRECTIONS FOR USE:

Instruct the student to connect the dots in each block.

Accession Number 90506

SER-MARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Spelling Out Words

SOURCE: Suburban Unit
AUTHOR(S): A. Dentith # 28

FORMAT: cards
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3--05 Spelling/Spelling Words

CONSTRUCTION MATERIALS:

cardboard
ruler
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Print letters A, B, C, D, on cards.

DIRECTIONS FOR USE:

Student is instructed to form words "BAD" & "DAD". Student names letters in words.

NRRC/P

Accession Number 90507

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Listen and Throw Game

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
I1-21 Gross Motor/Throw
A1-13 Auditory/Auditory Sequential Memory

CONSTRUCTION MATERIALS:

ball

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Student sits in chair opposite teacher. Both take turns tossing ball and saying, for example, "I'm going to touch my left ear and throw the ball with my right hand."

NRRC/P

Accession Number 90508

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Easter Egg Letter Hunt

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet
D1-20 Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

colored construction paper
marker
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Student cuts colored eggs with letters printed on them; teacher hides them. Student trys to find and name as many as he can. He may keep only the ones where he correctly names the letters.

NARC/P

Accession Number 90509

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Configuration Worksheet

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-04 Readiness/Copy, Trace
D5-13 Vocabulary Development/Sight Words

CONSTRUCTION MATERIALS:

worksheet

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a worksheet draw the configuration or outline of each of the student's sight vocabulary words.

DIRECTIONS FOR USE:

Instruct student to fill in the correct words.

NRRC/P

Accession Number 90510

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Climb the Ladder

SOURCE: Suburban Unit AUTHOR(S): C. McKeever # 57

FORMAT: game EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-10 Numeration/Number Words
F1-08 Numeration. Number Recognition

CONSTRUCTION MATERIALS:

oaktag
spinner
marker
ruler

CONSIDERATION FROM EDITOR(S):

two or more players

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide strip of oaktag into blocks resembling a ladder.

DIRECTIONS FOR USE:

Player spins a number and proceeds up the ladder if he names the number correctly; the first player up the ladder wins the game.

NRRC/P

Accession Number 90511

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Mystery Letters

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: ditto

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-08 Readiness/Dot Joining
D1-01 Readiness/Alphabet

CONSTRUCTION MATERIALS:

ditto

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw dots representing the points at the end of each line segment forming a letter.

DIRECTIONS FOR USE:

Instruct student to guess what letter he might make by connecting the dots the teacher are thinking of. When the guesses correctly, he then connects the dots to form letters.

Accession Number 90512

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Object Box

SOURCE: Suburban Unit

AUTHOR(S): A. Dentith # 28

FORMAT:

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-03 Numeration/Counting (Cardinal Concepts)

CONSTRUCTION MATERIALS:

large cardboard box
various items

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Collect various itmes such as spools of thread, zippers, pick-up sticks, plastic containers, pencils, crayons, plastic chips.

DIRECTIONS FOR USE:

Instruct the student to pick objects from the box and count them as he moves them from one place to another.

NRRCMP

Accession Number 90513

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Picture Sets

SOURCE: Suburban Unit AUTHOR(S): A. Dentith # 28

FORMAT: posters EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F1-10 Numeration/Number Words
D1-05 Readiness/Cut, Paste, Position

CONSTRUCTION MATERIALS:
construction paper
old magazines
scissors
glue

CONSIDERATION FROM EDITOR(S):
teacher with student

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Number construction paper 1-10 in left corner.

DIRECTIONS FOR USE:

Instruct student to go through old magazines to find pictures of sets that correspond with the numeral on the poster. The student then cuts out the picture and pastes it opposite the numeral it corresponds with.

Accession Number 90514

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Fill in the Missing Letters

SOURCE: Suburban Unit

AUTHOR(S): A. Dentith # 28

FORMAT: worksheet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet

CONSTRUCTION MATERIALS:

ditto master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Worksheet in which the capital or lower case letter is printed.

Example:

___a ___b ___c

C___ D___ E___

___f ___g H___

DIRECTIONS FOR USE:

Student fills in the appropriate letter.

NRRC/P

Accession Number 90515

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Alphabet Match Game

SOURCE: Suburban Unit
AUTHOR(S): C. McKeever # 27

FORMAT: game
EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet
D1-20 Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

paper
marker
scissors

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make 4" square cards with upper case letters and corresponding cards with lower case letters.

DIRECTIONS FOR USE:

Instruct the student to mix up the cards face down. Then picking up one card at a time, the student can match lower and capital letters.

NRRC/P

Accession Number 90516

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Sequence of Alphabet Board Game

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/Alphabet

CONSTRUCTION MATERIALS:

oaktag
ruler
magic markers
four markers

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

On a large piece of oaktag draw either rows or a winding path one inch square blocks. Write the letters in sequence (one letter in each block). Go through the sequence of letters several times.

On small oaktag square write each letter.

DIRECTIONS FOR USE:

Each student picks a letter square. He places a marker on the first of the corresponding letter.

For each subsequent turn, he moves his marker to the next of the corresponding letter. The first student to reach the end wins.

Accession Number 90517

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Hands Poster

SOURCE: Suburban Unit

AUTHOR(S): C. McKeever # 27

FORMAT: poster

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-11 Readiness/Laterality

CONSTRUCTION MATERIALS:

brown wrapping paper
magic marker
crayons

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

Instruct the student trace his right and left hands at random over and over until he fills up a large sheet of brown wrapping paper. The student then colors the hands with bright crayons. The poster is hung on a wall where the student uses it to practice matching his own hands to the picture and naming the hand "right" or "left".

NRRC/P

Accession Number 90518

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Right and Left Catch

SOURCE: Suburban Unit

AUTHOR(S): A. Dentith # 28

FORMAT: game

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-12 Readiness/Laterality

CONSTRUCTION MATERIALS:

Nerf ball
clay
yarn ball

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

The student sits opposite the teacher, both in chairs. The teacher describes and demonstrates some activity with the ball that involved the terms "right" and "left", for example "I will touch my right shoulder (with the ball) then throw it (the ball) to you with my right hand". The student then performs the same activity.

NMRC/P

Accession Number 90519

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Spelling Word Reader

SOURCE: Suburban Unit AUTHOR(S): N. Murphy # 30

FORMAT: book EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E3-05 Spelling/Spelling Words

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
composition book	

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A composition book "reader" with story made up almost entirely on student's spelling words.

Principal characters named for the student for whom book was written.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 90520

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER _______________

TITLE: Bean Multiplication Program

SOURCE: Suburban Unit

AUTHOR(S): R. Coe # 42

FORMAT: dittos manipulative materials

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F4-00 Multiplication

CONSTRUCTION MATERIALS:

baby food jars
beans
ditto masters

CONSIDERATION FROM EDITOR(S):

Samples are available upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Examples:

2 jars → 6 beans in each. How many beans? _____

2 jars → 4 beans in each. Do it. ______ fours.

4 threes = ______. ___ jars → ______ beans in each jar.

1 x 5 = _____ → 1 ______ = ______

DIRECTIONS FOR USE:

Student fills out dittos independently using beans and jars.

NRRC/P

Accession Number 90521

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____

TITLE: Shortcut Sight-Word Game

SOURCE: Rural Unit AUTHOR(S): B. Rutter # 22

FORMAT: game EDITOR(S): S. Mitchell

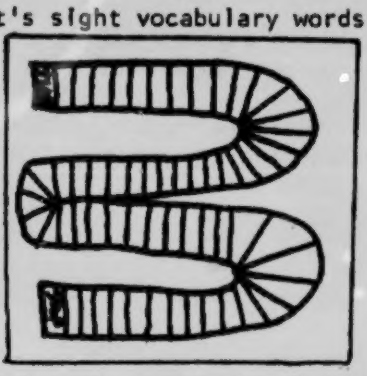
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/Sight Words

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
4 moving toy cars game board spinner	

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw winding board game inserting student's sight vocabulary words on the squares.



DIRECTIONS FOR USE:

Using a spinner, move cars along sight-word road to see who finishes first.

NRRC/P

Accession Number 90522

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Word Wheels

SOURCE: Rural Unit

AUTHOR(S): P. Escovar # 70

FORMAT: mainpulative aid

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Phonics/Consonant (Initial)
D2-18 Phonics/Vowel (Media)
D5-14 Vocabulary Development/Word Families/ Patterns

CONSTRUCTION MATERIALS:

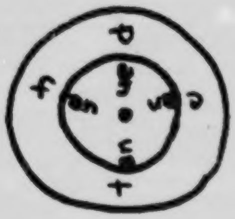
oaktag
scissors
paper fasteners
magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw and cut out two oaktag circles (one 2" smaller than the other). Make a hole in the centers of both circles and attach with paper fastener.

Write word families around the circles - Initial consonants on the big circle; rhyming ending on the small circle.



DIRECTIONS FOR USE:

Word wheels can be used independently or in a small group.

Later the words can be placed on word cards and shuffled so the child will sound out each consonant and short vowel.

NRRC/P

Accession Number 90523

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Reversal Problem Word Window Cards

SOURCE: Teaching Excep. Children AUTHOR(S): Harold A. Rupert

FORMAT: Color Cued Aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words
A2-10 Visual/Visual Perceptio
D1-12 Reading Readiness/Left to Right Progression

CONSTRUCTION MATERIALS:

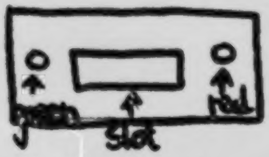
3 x 5 cards
tagboard
scissors

magic markers
red, green and black

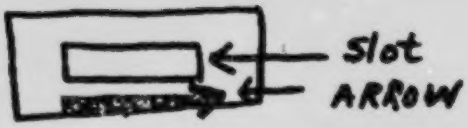
CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Construct 3 x 5 sight word cards using black magic mark-er. Use words like "now" and "won", "war" and "raw", "meat" and "team","lap"and "pal". Construct a window card by cutting a slot out of a tagboard card. The slot should be big enough to expose each of the sight words. Place a green dot on the left of the slot and a red dot on the right. As the window card is placed over the word printed in black, the color cues are in use. If student is unable to read the word, a second window card can be used to provide an additional cue: the window car is constructed with an arrow running from left to right under the slot.

1). window CARD:



2). window CARD:



Accession Number 98000

SER-LARS REPORT D-3

NRRC/P

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Learning to Think Series - Red Book - Adaptation

SOURCE: Rural Unit/SRA

AUTHOR(S): John Flohr #31

FORMAT: slide

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-00 Higher Level Cognitive Functions

CONSTRUCTION MATERIALS:

camera
film
workbook

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE: To be used in place of workbook for a variety of format.

NRRC/P

Accession Number 98001

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: CLOTHESPIN CIRCLE GAME

SOURCE: ____________ AUTHOR(S): John Doe

FORMAT: Game EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

FI-10 Numeration/Number Words
FI-03 Numeration/Counting (Cardinal Concepts)

CONSTRUCTION MATERIALS:

1 - 12" Cardboard circle
8 - Clipon type clothespins
magic marker

CONSIDERATION FROM EDITOR(S):

This material can be checked by the teach or teacher's aide.

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Divide the cardboard circle into equal eighths marking the divisions with the magic marker. In the first eighth, make one big dot with the magic marker, in the second eighth make two big dots, etc.

On one side of the first clothespin write the numeral 1, on the other side print the word "one". Do the same for numbers 2-8.

DIRECTIONS FOR USE:

A child may match the clothespins to the correct positions independently or in a small group by number or by numeral word.

NRRC/P

Accession Number 98002

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: The Cutting Train

SOURCE: Rural Unit

AUTHOR(S): S. Mergenthaler #71

FORMAT: ____________

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-05 Readiness/Cut,Paste, Position

CONSTRUCTION MATERIALS:

2 large sheets construction paper
tape
scissors
magic marker or crayon

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Tape construction paper sheets together.
Draw a "railroad track" distance between the horizontal lines of track started at 4" and decreased by ¼" each day until final objective is reached.
On other sheet draw train car.

DIRECTIONS FOR USE:

Student will cut the track holding the scissors properly between the horizontal lines of track,being careful not to "fall off the railroad track."
Student will cut train and color it.
With help, if necessary, student will tape cars on the wall - one next to the other to form a train.

NRRC/P

Accession Number 98003

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Word Card Clothesline

SOURCE: Rural Unit AUTHOR(S): Barbara Wilson

FORMAT: ______ EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/ Sight Words

CONSTRUCTION MATERIALS:
cardboard, scissors
magic marker or crayon
yarn
snap-on type clothespins

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Using reading sight words for the student, print several cardboard cards.
Stretch yarn across room.

DIRECTIONS FOR USE:

As the student responds orally to the cards, he gets to hang the words he named correctly.

NRRC/P

Accession Number 98004

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Punctuation Signals

SOURCE: Suburban Unit AUTHOR(S): N. Roberts #79

FORMAT: ____________ EDITOR(S): ____________

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-18 English Grammer/ Punctuation

CONSTRUCTION MATERIALS:

Construction paper: red, green, and yellow magic marker

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Make a large circle of construction paper and draw the punctuation mark on it:
red - . ? !
green - blank
yellow - ,

DIRECTIONS FOR USE:

Explain that punctuation marks work like signal lights (traffic): Red means stop - period, question mark, quotation mark.
Yellow means stop - then go on. (Pause)
Green means - keep going

Make sentences up using these punctuation marks and flash the signs when the mark would appear in a sentence.

Ask when a comma, period, question mark is used. (Ex. comma - giving directions, in a series, describing.)

NRRC/P

Accession Number 98005

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: NumberLine Practice Dittos

SOURCE: Western Unit AUTHOR(S): Hamilton

FORMAT: duplicating masters EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

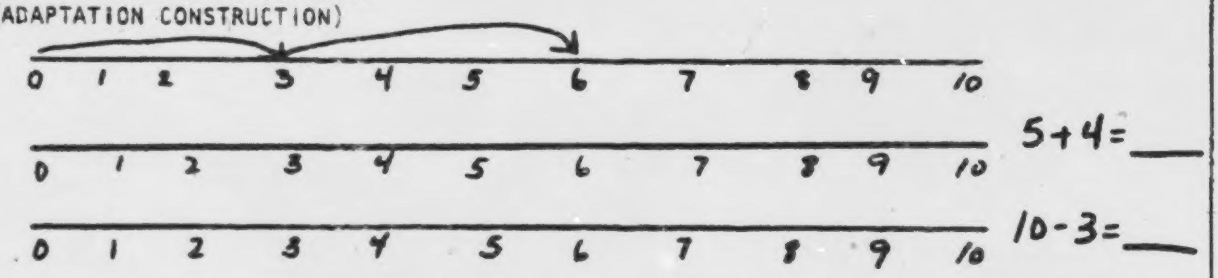
F1-07 Mathematics/ Number Line

CONSTRUCTION MATERIALS:

masters
pen or pencil

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Contains both reading number sentences on number line and drawing number sentences on the number line for addition and subtraction.

Accession Number 98006

NRRC/P

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Comma Dittos

SOURCE: Western Unit AUTHOR(S): Hamilton

FORMAT: duplicating masters EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

E1-18 Engilsh Grammer/ Punctuation

CONSTRUCTION MATERIALS:

ditto masters

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw a circle around all commas: Put the bat, the ball, and the glove on the chair, Sam.
Use comma after yes or no! Can you play today?
Yes I can play.

Use a comma to mark off a name if you are talking to them: Bat the ball, Bob.

Use a comma to separate words in a series: Tom, Jim, and Bob are my friends.

DIRECTIONS FOR USE:

Self-explanatory.

Comma identification.
Comma after yes and no.
Comma after name used in an initial position in a sentence.
Comma to separate words in a series.

NRRC/P

Accession Number 98007

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: WGTA

SOURCE: Rural Unit AUTHOR(S): John Flohr #31

FORMAT: Game EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

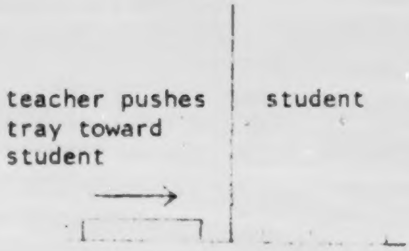
D1-02 Readiness/ Classify, Categorize
D1-14 Readiness/ Match

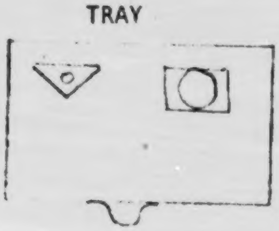
CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A large board with a vertically movable panel and a horizontally movable tray.





DIRECTIONS FOR USE:

Teacher sets up patterns in the tray and pushes it toward the student to follow the directions given.

NRRC/P

Accession Number 98008

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ________

TITLE: Learning to Think Series - Adaptation II Thurstone

SOURCE: Rural Unit/SRA

AUTHOR(S): Francis Lamberts #33

FORMAT: Booklet

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

simplified workbock page...
All respective pages cut up into three parts, xeroxed and bound in booklet format for student use.

DIRECTIONS FOR USE:

NRRC/P

Accession Number 98010

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Words & Phrases on Blank Cards for Language Master

SOURCE: Suburbar Unit AUTHOR(S): H. Scott #34

FORMAT: Cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary Development/ Sight Words

CONSTRUCTION MATERIALS:

Language Master Cards
Language Master

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

NRRC/P

Accession Number 98009

SER-LARS REPORT D-3

☒ TEACHER MADE MATERIAL

☐ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Colored Picture Cards

SOURCE: Rural Unit AUTHOR(S): B. Frawley #32

FORMAT: Cards EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

Colored pieces of construction paper
Scissors
Ruler

CONSIDERATION FROM EDITOR(S):

Used with Edmark Reading Program. (The student was non-verbal)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Cut 1½" squares of all colored construction paper.

DIRECTIONS FOR USE:

Instruct the student to choose the appropriate colored square after the teacher states a color. The colored cards could also be used with a set of color word cards. The student matches the colored paper with the appropriate color word.

NRRC/P

Accession Number 98011

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Board Game for Checkered Flag Series

SOURCE: Suburban Unit AUTHOR(S): ______

FORMAT: Game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D3-04 Comprehension (Silent Reading)
D3-16 Comprehension/Specific Recall
D3-00 Comprehension

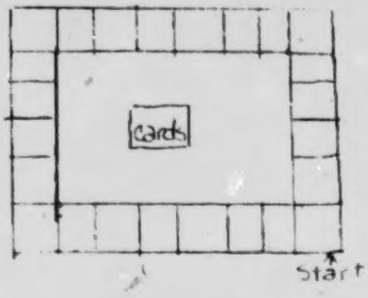
CONSTRUCTION MATERIALS:

oaktag or construction paper
movers (pawns)
dice
question cards

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Write questions based on the Checkered Flag Series on one side of the oaktag or construction paper.



DIRECTIONS FOR USE:

To move around the board, questions on the cards must be answered correctly.

If a question is missed, return to original square.

Throw dice to determine number of spaces moved on a throw.

NRRC/P

Accession Number 98012

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Dolch Lotto

SOURCE: Suburban Unit
AUTHOR(S): Debra Rubinson #17

FORMAT: game
EDITOR(S):

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
DS-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

oaktag
marker
ruler

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Draw a lotto grid. Randomly write in Dolch Vocabulary Cards.

DIRECTIONS FOR USE: Place Dolch Vocabulary Words on Cards. Each child takes a card. Dolch words are called out. If child has word on card, he places a marker on the word. The child who fills his card first (or a row on the card) is the winner.

write	go	wish
found	very	rest
their	gave	does

NRRC/P

Accession Number 98013

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Highlights Hidden Pictures

SOURCE: Middle Urban Unit AUTHOR(S): J. Morgan #35

FORMAT: picture EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-07 Visual/Visual Figure Ground

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DIRECTIONS FOR USE:

NRRC/P

Accession Number 98020

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: Central American Unit

SOURCE: Middle Urban Unit

AUTHOR(S): Marge Robinson #10

FORMAT: worksheets

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

G2-00 Social Studies, Geography

CONSTRUCTION MATERIALS:

ditto masters

CONSIDERATION FROM EDITOR(S):

entire packet available upon request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

5 fact worksheets
map
review sheet

DIRECTIONS FOR USE:

The textbook is used for references such as maps, graphs and pictures are studied.

Concepts are learned through use of tapes and prepared worksheets.

NRRC/P

Accession Number 98021

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Worksheets and Tape Adaptation I

SOURCE: Middle Urban Unit

AUTHOR(S): Marge Robinson #10

FORMAT: Cassette, Worksheets

EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

G2-00 Social Studies/Geography

CONSTRUCTION MATERIALS:

Ditto Masters
Cassette Tape

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Attached

DIRECTIONS FOR USE:

The textbook is used for references such as maps, graphs, and pictures.

Concepts are learned through the use of tapes and prepared worksheets.

NRRC/P

Accession Number 9B023

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ____________

TITLE: South American Unit

SOURCE: Middle Urban Unit AUTHOR(S): Marge Robinson #10

FORMAT: Worksheets EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

G2-00 Social Studies/Geography

CONSTRUCTION MATERIALS:

Cassette Tapes
Ditto Masters

CONSIDERATION FROM EDITOR(S):

copy of entire unit furnished on request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

3 fact worksheets
2 review sheets

DIRECTIONS FOR USE:

The textbook is used for references such as maps, graphs and pictures are studied.

Concepts are learned through use of tapes and prepared worksheets.

NRRC/P

Accession Number 98024

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Unit of Study on Argentina, Uruguay, Paraguay

SOURCE: Middle Urban Unit AUTHOR(S): M. Robinson #10

FORMAT: dittos EDITOR(S): S. Mitchell

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

G1-00 Social Studies/Economics
G2-00 Social Studies/Geography

CONSTRUCTION MATERIALS:

Ditto masters

CONSIDERATION FROM EDITOR(S):

copy of entire unit furnished on request

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

12 review questions
1 map study skills sheets
1 map
3 fact worksheets
2 review sheets

DIRECTIONS FOR USE:

NRRC/P

Accession Number 98040

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04906

TITLE: Visual Motor Perception Teaching Materials - Flip and Build

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: Number cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Teaching Resources, Inc.)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Nine, 3" x 4" cards, one half containing the tens place numeral and the other half containing spiral bound digits from zero to nine. Each group of tens is represented by a different color.

DIRECTIONS FOR USE: Present one card to the student and ask him to flip to a given number. Show the student a stimulus card. Instruct him to find the same number by flipping the cards. Two students may play together.

NRRC/P

Accession Number 98041

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07733

TITLE: Holiday Songs for the Flannel Board

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: flannel board

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- David C. Cook Publishing Co.)
Supervised, Unsupervised, Individual
Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of eight, 10" x 14", brightly-colored holiday pictures to be punched out. Pictures all have flannel backing. Kit also contains a record with 6 songs, sheet music, and background information. Holidays discussed are Halloween, the Fourth of July, Easter, Thanksgiving, Christmas, and Valentine's Day.

DIRECTIONS FOR USE: Present flannel board pictures of a given holiday to the student. Instruct him to discuss the happenings in each picture. Students may tell holiday stories to the class using a flannel board and the pictures.

NRRC/P

Accession Number 98042

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07734

TITLE: Textured Blocks with Divided Rack

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: manipulative material
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Tactile Aids for the Blind
Supervised, Unsupervised, Individual
Small groups

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DESCRIPTION: Set of sixteen enameled 2 1/2" cubes. The blocks are covered on two sides with colored constrasting-textured fabrics, drilled holes numbering one to four, and horizontal grooves. A sectioned rack for storage is provided.

DIRECTIONS FOR USE:

DIRECTIONS: Present four blocks and two different textures to the student Discuss the feel and the color of the blocks. Instruct the child to find two that match and place them together. Continue to add blocks until all blocks can be matched. Two students can word together.

NARC/P

Accession Number 98043

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07735

TITLE: Think Sticks

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative material

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Edmund Scientific Co.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DESCRIPTION: Set contains many red, yellow, and blue plastic sticks in several different lengths from 2" to 6". Connectors with five or six slots are provided.

DIRECTIONS FOR USE:

DIRECTIONS: Construct a figure using the connectors and sticks. Place enough parts to construct that figure again on a table. Instruct the student to make the figure you have formed. Later the student may construct more complex figures or select the parts needs from a whole group.

NRRC/P

Accession Number 98044

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07736

TITLE: Working with Numbers Teaching Aids - 2nd Grade - Partial Counting Cards

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: Counting cards
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
F2-02 Addition/Addition Facts

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Steck-Vaughn Company)
Supervised , Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of thirty-three 3" x 6" cards. Each card is divided in half. The top half contains configurations of blue dots, and the bottom half configurations of red dots. Addition facts with sums to twelve are represented with various configurations of red and blue dots.

DIRECTIONS FOR USE:

Present a card to the student. Discuss the number of dots on the top and bottom of the card. Prepare cards containing the same configurations as on the top and bottom of the cards. Instruct the student to match the cards with the same configuration. The student may match dot cards to abstract, number-fact cards. For example, a dot card containing five blue dots and three red dots is matched to fact card five plus three.

NRRC/P

Accession Number 98045

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07737

TITLE: Magnetism and Electricity Flannel Board Cut-Outs

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: flannel board

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

H3-00 Physical Science
A2-06 Visual/Visual Discrimination
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Milton Bradley)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

DESCRIPTION: Kit contains nine, 9" x 12" brightly colored flannel-backed pictures relating to electricity. Many pictures have parts which may be punched out.

DIRECTIONS FOR USE:

DIRECTIONS: Present several cut-outs from the kit. Identify them by their name and instruct the student to place them on a flannel board. Older students may construct a molecular model of an atom with electrons revolving around the nucleus in a given pattern.

NRRC/P

Accession Number 98046

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07738

TITLE: Teaching Typewriter

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: programmed machine

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-11 Visual/Visual Sequential Memory
D1-01 Reading Readiness/Alphabet
F1-03 Numeration/Counting/Cardinal

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Systematic Learning Corp.)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The typewriter is lightweight plastic and has 42 keys. Above the keys are a holder and a window for an answer. The child must look at the card, respond by pressing the correct answer key and view the correct answer. Forty cards are included in the set, twenty for alphabet progression & and twenty for exploring the numbers 6-10.

DIRECTIONS FOR USE: Carefully place one set of cards in the right side of typewriter. Instruct the student to look at the letter progression, press the key for the next letter, and view the answer on the left. If the card does not move, the advance button may be pressed and the answer will appear in the left-side window.

Accession Number 98047

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07739

TITLE: Nesting Cups

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative material

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Responsive Environmental Corp.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of 10 plastic cups in five different colors. The cups are numbered from 1-10 and lock together to form a barrel.

DIRECTIONS FOR USE: Place the cups in random order on a table. Instruct the student to find the largest cup and the next largest cup and place it in the larger cup.

NRRC/P

Accession Number 98048

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07740

TITLE: Mosaic Festival

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative material

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO Responsive Environmental Corp.)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 36 plastic pentagons of 5 different colors which fit onto a white plastic board containing 110 raised circular ridges.

DIRECTIONS FOR USE: Make a pattern using part of the board. Instruct the student to make the same pattern you have made on another part of the board. Two students may enjoy copying each other's patterns.

NRRC/P

Accession Number 98049

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Number Boards

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-McGraw Hill)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are five number boards, containing 3/4" plastic units from 1-10. Each stick is divided into a given number of units. An additional placement board is included.

DIRECTIONS FOR USE: Present the sticks to the student. Instruct him to line them up in size order. He may place them on the board in the correct position.

NRRC/P

Accession Number 98050

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05453

TITLE: Kindergarten Evaluation of Learning Potential - Letter Cut-outs

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-McGraw Hill)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are a set of 1½" letters cut from heavy cardboard.

DIRECTIONS FOR USE: Present a letter in a verticle position and the set of letters. Instruct the student to find that letter and place it on the table in the correct position. A series of letter patterns or words may be shown to the student for repetition with the set of letter cutouts.

NARC/P

Accession Number 98051

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04695

TITLE: The Frostig Program For the Development of Visual Perception

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: worksheets
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-04 Visual/Visual Constancy
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Follett)
Supervised, Individual, Small Group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are Perceptual Constancy Discimination exercises 1 to 37. Each exercise is printed on 8½" x 11" paper.

DIRECTIONS FOR USE: Present the first exercise of the series to the student. Instruct him to look at the stimulus picture in the box at the top and then to find all those like the stimulus in the group of objects. Continue in the same manner with the remaining exercises.

NARC/P

Accession Number 98052

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04695

TITLE: The Frostig Program for the Development of Visual Perception

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-07 Reading Readiness/Directionality

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Follett)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are Perception of Position in Space exercises 26-36. Each exercise is printed on 8½" x 11" paper and involves coloring a series of blocks in a mirror-image.

DIRECTIONS FOR USE: Present the first exercise in the series to the student. Instruct him to pretend he is looking at the pattern in a mirror or that he can fold the paper in half. He will then color the right, end square since the stimulus half has the left, end square colored.

NRRC/P

Accession Number 98053

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07741

TITLE: Gateway to Good Reading -RK2 Visual Perception, Constancy of Shape

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: tape/workbook

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory Visual Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Imperial Internat'l Learning)
Unsupervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are lessons 4-11 showing 32 pages of geometric shapes. The diagrams illustrate comparison of various shapes and 8 tape recorded messages explaining the corresponding activities 32 responses booklets for each lesson are provided.

DIRECTIONS FOR USE: Present the lesson to the student and instruct him to listen to the tape recorded message and do the activities explained. Each lesson introduces a geometric shape and various sizes. The last two lessons review all the shapes presented.

NRRC/P

Accession Number 98054

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04695

TITLE: The Frostig Program for the Development of Visual Perception

SOURCE: SEIMC -MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-04 Visual/Visual Constancy
A2-10 Visual/Visual Perception
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Follett)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are Perceptual Constancy Discrimination exercises 38-70. Each exercise is printed on 8 ½" x 11" paper.

DIRECTIONS FOR USE: Present the first exercise of the series to the student. Instruct him to color the larger of each pair of objects. Other exercises involve finding a given size of objects from many of the same objects, varying only in size.

NRRC/P

Accession Number 98055

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05469

TITLE: Pre-writing Exercises - Pre-Writing Perceptual Motor Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Pre-writing Exercises contains a heavy, cardboard-backed acetate protector, 20 exercise sheets containing tracing lines, and 3 felt-tipped pens for use on the acetate protector.

DIRECTIONS FOR USE: Place one worksheet under the acetate protector and provide three felt-tipped pens. Instruct the student to observe the line formation on the paper and trace over it. When he is proficient, allow him to mark directly on the paper.

NRRC/P

Accession Number 98056

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05414

TITLE: "K" Sound and Consonant Blends - O'Hare-Starite Program

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D2-01 Phonics/Blend/Final
D2-02 Phonics/Blends/Initial
D2-14 Phonics/Sound/Symbol Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Allied Education Council)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains 8, 12" pentagon-shaped units with 30 different frames in each unit. The units teach the "k" and "ck" sounds, final consonant blends, and beginning consonant blends by picture word association. There are five different frames for each concept, which are rotated by a disk, so the student can match or relate words appearing in the window. If all selections are correct, the back of the unit reveals a star whose points are the same color.

DIRECTIONS FOR USE: Rotate one word to the top of the pentagon. Instruct the student to rotate each disk until all frames show a word with the same blend or ending sound.

NRRC/P

Accession Number 98057

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Go Fish Sound Game

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Remedial Education Center)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of 60 cards showing outline pictures of various objects in yellow, red and blue. The beginning letter is shown in upper and lower case at the top of the card and the object name is given at the bottom.

DIRECTIONS FOR USE: Each player receives 6 cards. The remaining cards become the fish pile in the center of the table. The first player asks another player for a card matching a letter in his hand. If the student obtains the proper letter, he may have another turn. If he does not, he must "fish". Then the next person has a turn. Three cards of the same letter makes a book. Person with the most books is the winner.

NRRC/P

Accession Number 98058

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04284

TITLE: Picture Word Cards

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Garrard Pub.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 95 cards, each showing an outline picture and a word on one side, and the word alone on the opposite side.

DIRECTIONS FOR USE: Place 4 or 5 picture word cards in front of student. Instruct him to pick up the one containing the named object.

NRRC/P

Accession Number 98059

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03275

TITLE: Group Word Teaching Game

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Garrard Pub.)
Supervised, Individual, Small group
Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains 9 sets of cards, each set includes 24 words Each group of cards contains the same words but in different placement. Sets are lettered A to I, beginning with the least difficult to the most difficult words.

DIRECTIONS FOR USE: Present one card and a supply of markers from the same set to each student. Instruct the students to listen as a word is called and then to place a marker over the word. The winner is the student who finds 5 words in a row in any direction. All words from a given set may be printed on large cards to present as an additional stimulus.

NARC/P

Accession Number 98060

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05208

TITLE: Consonant Blends Flash Cards

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-McGraw Hill)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 32, 8" x 11" cards with initial and final blends and an outline pictire whose sound contains that blend.

DIRECTIONS FOR USE: Present the cards to the student. Instruct him to tell you where he sees a given blend in the word and have him point to it. Discuss the pictures on the cards.

2

Accession Number 98061

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03179

TITLE: Parquetry Paper

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulation materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Mat.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Ten sheets of 8½" x 11" adhesive-backed paper die cut in the shapes of small parquetry and printed in six parquetry colors.

DIRECTIONS FOR USE: Construct a simple design using various parquetry shapes and colors. Present the design to the child and allow him to repeat it using the adhesive-backed paper. Student may construct his own designs.

NRRC/P

Accession Number 98062

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07742

TITLE: Shape Analysis Matching Game

SOURCE: SEIMC- MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Responsive Environmenta Corp.)
Supervised, Unsupervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game contains 18 pairs of 2 3/4" x 3 1/4" plasticized cards. One card of each pair has geometric shapes in random arrangement. The other card has the same shapes in an ordered fashion.

DIRECTIONS FOR USE: Present the cards to the student. Instruct him to match the pairs, finding the random order and the ordered pattern. A small group of students may play a game similar to concentration or lotto.

NRRC/P

Accession Number 98063

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04690

TITLE: Picture Readiness Game

SOURCE: SEIMC -MSU

AUTHOR(S):

FORMAT: Game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO. - Garrard Pub.)
Individual, Small group
Supervised, Unsupervised

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains six game boards, each showing six outlin pictures in categories of: family, fruit, farm animals, zoo animals, birds, and flowers and exactly matching cover cards, and one extra card for each set which varies slightly in detail.

DIRECTIONS FOR USE: Present one game card and the seven matching cover cards to the student. Instruct him to place the matching cover cards in the correct squares, watching for the one that doesn't belong. May be played like lotto with a group of students.

NRRC/P

Accession Number 98064

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05573

TITLE: Fairbanks-Robinson Program/1 Level 2, Perceptual Motor Development, Spatial Relationships, Part 1
SOURCE: SEIMC -MSU AUTHOR(S):
FORMAT: Manipulatives/Worksheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty one, 11" x 14" blue pages. Each page contains geometric shapes to be put in order by size and various figures to be completed. The set of 36 disks in 6 colors is also needed.

DIRECTIONS FOR USE: Place exercise one under acetate protector and put crayon on a table. Instruct student to number the shapes from smallest to largest. Exercises 6 to 8 involve repeated patterns with the colored disks. Exercises 9 to 21 involve incomplete pictures in various stages and require the student to add lines to complete them.

NRRC/P

Accession Number 98065

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03179

TITLE: Tracing Paper and Designs

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-04 Reading Readiness/Copy, Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Developmental Learning Materials)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 250 sheets of tracing paper and 20 colored design cards presenting a variety of exercises in copying shapes, strokes, and letters.

DIRECTIONS FOR USE: Present one design card and tracing paper to the student. Instruct him to copy the design. He may repeat the design on controlled paper.

NPRC/P

Accession Number 98066

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04284

TITLE: Match a Picture Word Matching Game

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Garrard Pub.)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains 50 sets of matched outline pictures of objects with the object and name on one side and the name only on the opposite side.

DIRECTIONS FOR USE: Place 5 sets in front of the student in random order. Instruct him to find two cards exactly the same and place them together. Word side only may be used. Two students may play together.

NRRC/P

Accession Number 98067

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05043

TITLE: Tell Again Story Cards, Level II

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-13 Auditory/Auditory Sequential Memory
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-McGraw Hill)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Forty-five 11" x 17" brightly colored, picture cards presenting five stories. There are nine cards for each story, each card presenting one aspect of the story. The back of each card contains that part of the story in large, green print.

DIRECTIONS FOR USE: Present the cards from one story to a small group. Discuss the activities in the pictures. Ask one student to tell the story using the pictures in the proper order.

NRRC/P

Accession Number 98068

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07743

TITLE: Group Recognition Cards - Working with Numbers Teaching Aides 1st grade.

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Steck-Vaughn Co.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of sixteen, 4" x 4" brightly colored cards containing pictures of objects varying in groups from one to six objects per card. Each number of objects is presented in several different groupings.

DIRECTIONS FOR USE: Present a card to the student and discuss the picture and how many objects are on each card. Instruct the student to position buttons, chips, etc. in the same way as on the card. Student may match given pictures to other pictures which contain different objects in the same positions.

NRRC/P

Accession Number 98069

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07744

TITLE: Object-Numeral Matching Tablets

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
F1-06 Numeration/Numbers/ Matching, Writing, Concept

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Responsive Environments Corp.)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains eleven, 3" x 6", hardboard tablets: Each tablet is composed of two pieces and is numbered 0 to 10. The top part of each contains the printed numeral and the bottom a picture of the same numbers of common objects.

DIRECTIONS FOR USE: Present the puzzle pieces from eleven tablets to the student. Instruct him to match the numeral piece to the piece containing the same number of objects.

NRRC/P

Accession Number 98070

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05574

TITLE: Fairbanks-Robinson Program/1 Level 2
Perceptual Motor Development-Spatial Relationships Part II

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are the Spatial Relations Stimulus, Book 2, which shows the pattern for placing the puzzle pieces in front of the child and a picture of the complete puzzle. Twelve puzzle pieces showing familiar objects are provided.

DIRECTIONS FOR USE: Place the puzzle pieces for the first puzzle in front of the student. Discuss what the object might be. If the student cannot assemble the puzzle, show him the completed picture. Continue with the remaining puzzles.

NRRC/P

Accession Number 98071

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07745

TITLE: Building Cylinders

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative mat. EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(Responsive Environments Corp.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of 30 hardwood cylinders in 3 colors. The orange cylinders vary in height and diameter in direct proportion. The purple cylinders vary in height and diameter in inverse proportion, and the green vary in diameter.

DIRECTIONS FOR USE: Present one set of cylinders, such as the orange, in random order. Instruct the child to place them in order from largest to smallest. The same acitivity can be repeated with the other color groups.

NFRC/P

Accession Number 98072

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03927

TITLE: Chalkboard Templates - Developing Learning Readiness

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: templates

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- McGraw Hill)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains a set of five, 9" x 15" templates in heavy whit plastic. Geometric shapes used are : circle, square, triangle, rectangle, and rhombus. Five sets of templates are provided in the kit.

DIRECTIONS FOR USE: Present a template to the student. Instruct him to hold the template on the chalkboard and trace it with chalk. The student may repeat smaller designs from a pattern with the template.

Accession Number 98073

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04731

TITLE: Copying Geometric Forms - Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials needed from the kit for this exercise are eight 5" x 7" goemetric-form cards. Each card depicts a geometric shape in a given color.

DIRECTIONS FOR USE: Place six crayons, several sheets of paper, and one geometric form card in front of the student. Instruct him to copy the form on the sheet of paper. Continue with all of the forms.

NRRC/P

Accession Number 98074

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04734

TITLE: Configuration Cards - Pupil Record of Educational Behavior

SOURCE: SEIMC- MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match
F1-06 Numeration/Numbers/Matching, Writing, Concept

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twelve, 3" x 3" configuration cards and twelve 3" x 3" numeral cards. There are two pattern cards of dot configurations from one to six, and two cards for each numeral from one to six.

DIRECTIONS FOR USE: Present the twelve configuration cards in random order to the student. Instruct him to find the cards that are the same and put them together. Later he may match the numeral cards to each other or to the configuration cards.

NRRC/P

Accession Number 98075

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07746

TITLE: Working With Numbers Teaching Aids-2nd grade-Related Facts Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Steck-Vaughn Co.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 54, 5" x 7" cards. Each card shows a fact and that same fact in reverse order on one side, and the answer on the other side. There are 27 addition facts and 27 subtraction facts.

DIRECTIONS FOR USE: Present the cards to the student and discuss the facts and related answers. Instruct the student to find all the fact cards of a given type. For example, "Find all the cards telling about a number plus one".

NRRC/P

Accession Number 98076

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07747

TITLE: Form Identification - Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: color-cued cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials needed from the kit for this exercise are 18 color-form cards. The 3" x 3" cards contain pictures of circles, squares, and triangles in six colors.

DIRECTIONS FOR USE: Place 18 color-form cards in random order on a table. Instruct the student to pick up all the cards of a given shape. The student may match pairs of shapes when given two cards for each shape.

NRRC/P

Accession Number 98077

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Safety Sign Shapes

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-McGraw Hill)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are set of five, small black plastic safety signs and a set of large yellow signs depicting: school, yield, stop, and slow.

DIRECTIONS FOR USE: Present the small black shapes to the student and place the large safety signs on the table. Instruct the student to match the small shapes with the larger signs.

NRRC/P

Accession Number 98078

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07748

TITLE: Working With Numbers Teaching Aids-2nd Grade Sing   Facts Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Steck-Vaughn Company)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of 120, 2½" x 5" cards containing 60 addition and 60 subtraction facts. The fact alone is printed in heavy black on one side and the fact and answer is printed on the opposite side.

DIRECTIONS FOR USE: Present a random set of facts to the student. Instruct him to find all the facts whose answer is a given number, such as five.

NRRC/P

Accession Number 98079

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07749

TITLE: Spin-it

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game/aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Speech and Language Mat. Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION: (ADAPTATION CONSTRUCTION) Set contains seven 8½" x 11" boards. Each board shows 8 brightly colored pictures in a circle with a spinner. Sounds stressed on each card are : "th", "s", "l", "f","sh", "r", and "ch" in their initial, medial, and final positions.

DIRECTIONS FOR USE: Present one board to the student. Instruct him to spin the spinner, look carefully at the object on which the spinner has landed, and say its name.

NRRC/P

Accession Number 98080

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07750

TITLE: Logical Shapes

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Responsive Environments)
Supervised, Individual, Small Group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 60 solid plastic shapes in six, white plastic storage containers. There are five shapes in two different sizes and thicknesses , and 3 different colors.

DIRECTIONS FOR USE: Allow the student to place all the shapes in a given tray. Describe a figure, such as a "large, thin, blue triangle". Instruct the student to find all of a given shape, color, size, or thickness.

NRRC/P

Accession Number 98081

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04736

TITLE: Pre-Writing Designs

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulatives/prepared ca EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Mat.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 22, 4½" x 12" cards printed on heavy white tag board. Each card shows the outline configuration of a sentence, with representations of letters using colored inch cubes. Sentences which may fit in the outline are given on the back of the card in manuscript and cursive. Ten blank cards with spacing on the controlled paper are given.

DIRECTIONS FOR USE: Present one blank card to the student and several colored inch cubes. Discuss one of the configurations represented by the colored cubes. Instruct him to place his blocks on the blank card as they are on the model. Child may match sentences to configuration cards.

NRRC/P

Accession Number 98082

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05534

TITLE: "The Vowel Sounds" Flash Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture/word cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-McGraw Hill)
Supervised, Unsupervised
Individual, Small Gropp

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of 32, 8" x 11" cards containing vowel sounds in various spellings and word positions. Each card shows an outline picture of an object. Six words containing that same sound and spelling are below it.

DIRECTIONS FOR USE: Place a card in front of student. Ask him to identify the picture. Discuss the spelling pattern of the vowel sound. Instruct him to look at the words below and point to the same pattern. Provide and acetate protector for the card, and instruct the student to mark all the spelling patterns that are the same in the words.

NRRC/P

Accession Number 98083

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05217,04124,07018

TITLE: Pegboard, Pegboard Designs, and Pegs

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains a 6" plastic peg board 240 pegs in six different colors, and 200 sturdy colored design cards. Each design card uses continuous lines rather than dot designs. The two categories used in the design cards are overlay sheets and pattern sheets.

DIRECTIONS FOR USE: Place an overlay sheet on the peg-board. Present it and the pegs to the student. Instruct him to place the same colored pegs on the design. Student may construct designs using the pattern sheet as a stimulus rather than the overlay sheets.

Accession Number 98084

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07751

TITLE: Speech Lingo

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(S0-Speech and Lang. Mat.)
Supervised, Unsupervised
Individual, Small

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 9, 8½" x 11" playing board. Each board shows 16 outline pictures stressing "ch" and "e" sounds in initial medial, and final positions. Also included are 176 outline cards containing the same or similar pictures of objects on the game board.

DIRECTIONS FOR USE: Present a game board to student and discuss the pictures. Randomly place cover cards, right side down, on the table. Instruct the student to pick one up, identify it, and place it on the correct symbol on the game board. A small group of students may play as in a bingo game.

NRRC/P

Accession Number 98085

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07752

TITLE: Stimulation and Conversation Stimulation Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Speech and Lang. Materials, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains thirty, 3½" x 5½", brightly colored laminated cards with pictures stressing the "r" sound in all positions.

DIRECTIONS FOR USE: Present one cards to the student. Discuss the picture and instruct him to find and point to a given object in the picture.

NRRC/P

Accession Number 98086

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07753

TITLE: Picture Sequence Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A6-03 Comprehension/Non-Reading
D3-14 Reading Comprehension/Sequence of Events
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Speech and Lang. Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains twenty, 4 1/4" x 5¼", full color pictures on heavy cardboard. There are five sets of pictures, each set containing four different scenes to be placed in sequential order.

DIRECTIONS FOR USE: Have 4 pictures from one set on a table. Present one picture at a time and discuss details in each picture. When all pictures from a set have been discussed, instruct the student to place them on the table in the order in which they happened.

NRRC/P

Accession Number 98087

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07754

TITLE: What's Funny Cards

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Speech and Lang. Materials)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 32, 4½" x 5¼", full color pictures on heavy cardboard. Each picture has a missing part or a part that does not belong. Set concentrates on the use of the "s" sound.

DIRECTIONS FOR USE: Present one card to the student. Discuss the picture noting the missing parts or absurd details.

Accession Number 98088

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07755

TITLE: Partial Pictures Alphabet

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
D1-01 Reading Readiness/Alphabet
D1-14 Reading Readiness/Match
F1-08 Numeration/Numeral Recognition

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Speech and Lang. Materials)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains 108, 5½" x 4 1/4" cardboard pictures of letters of the alphabet and the numerals 0-9. Each letter or numeral is presented once in completed form and twice with lines that are not contiguous.

DIRECTIONS FOR USE: Present the complete letter to the student and discuss its name. Present non-contiguous forms and discuss clues that might tell the name of the letter. Student may later match 3 forms, or several students may play a game similar to lotto with the three forms of letters and numerals.

Accession Number 98089

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07756

TITLE: Partial Pictures & Sound

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
D4-14 Phonics/Sound/Symbol Relationship
D1-15 Reading Readiness/Part Whole Relationship
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Speech and Lang. Mat., Inc.)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of 80, 5½" x 4 1/4" picture cards containing "s" sounds. There are 20 outline pictures, each presented once in completed form, and 3 times with lines that are not contiguous in increasing degrees of difficulty. Cards available for "r" sounds.

DIRECTIONS FOR USE: Present the completed picture of the object. Discuss its meaning. Then present non-contiguous representations, in order of increasing difficulty, and clues to the picture. Student may match 4 sets of pictures himself or play fish with a group of students.

Accession Number 98090

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07757

TITLE: Auditory Discrimination Game

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-14 Auditory/Auditory Visual Integration
D1-18 Reading Readiness/Rhymes
D2-18 Phonics/Vowel/Medial
D2-03 Phonics/Consonant/Final

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Speech and Lang. Mat. Inc.)
Supervised, Unsupervised
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game consists of three sets of 8½" x 11" heavy glossy cardboard game boards. Each set contains 6 boards. Pictures are presented in gray shading. Set one contains pictures of rhyming words, set two contains pictures with a medial vowel change, and set three contains pictures with a final consonant change. 72 matching cover-up pictures are provided.

DIRECTIONS FOR USE: Present game board from a given set and several markers to each student. Randomly name objects shown on the board. If student has that object he may cover it. The first student to cover the card is the winner. A small group of students may play together using the cover-ups as a lotto group.

NRRC/P

Accession Number 98091

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07758

TITLE: Puzzles - Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: puzzles EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-15 Reading Readiness/Part Whole Relationship
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are 9" x 12" brightly colored puzzles of objects containing from two to ten pieces.

DIRECTIONS FOR USE: Present the two-piece puzzle to the student. Instruct him to put them together in the puzzle board. Continue with the more difficult puzzles.

NRRC/P

Accession Number 98092

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03926

TITLE: Desk Templates-Developing Learning Readiness

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: templates

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-McGraw Hill)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Each desk template set contains two, 8½" x 11" templates in clear plastic using a circle, square, triangle, rectangel, and rhombus. One template presents large shapes and the other smaller shapes. Five sets of templates are provided in the kit.

DIRECTIONS FOR USE: Present the templates and a sheet of paper to each student. Instruct him to use his templates to make a picture. Two students may copy each other's pictures.

NRRC/P

Accession Number 98093

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07759

TITLE: Pattern-Teacher's Pre-Number Demonstration Kit

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: manipulative materials
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Harper & Row)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains magnetic pattern board, 3" colored squares, counting stick, clock face and hands, squares, triangle, circles, plastic templates, wooden three-dimensional figures and colored magnetic plastic pieces.

DIRECTIONS FOR USE: Using the counting sticks and the blocks, form a pattern such as block, block, stick, on the table. Repeat it twice. Instruct the student to continue the pattern by putting an appropriate piece next to the pattern.

Accession Number 98094

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07760

TITLE: Form-Teacher's Pre Number Demonstration Kit

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: manipulative materials
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Harper & Row)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains magnetic pattern board, 3" colored squares counting sticks, clock face and hands, squares, circles, triangles, plastic templates, wooden three-dimensional figures, and colored magnetic plastic pieces.

DIRECTIONS FOR USE: Place counting sticks on the pattern board. Instruct student to form a geometric shape such as a triangle, rectangle, or square using the counting sticks.

Accession Number 98095

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04358

NRRC/P

TITLE: Shapes Puzzles

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Development Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains puzzles of 12, colored, geometric shapes printed on 8" x 8" heavy cardboard with a white background. Each puzzle is cut into two or four pieces.

DIRECTIONS FOR USE: Present pieces of one puzzle to the student. Instruct him to make a given geometric shape. If necessary, build the puzzle first, or present a model of the shape to be constructed. Student may construct shapes by himself.

Accession Number 98096

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03160

TITLE: Clear Stencils

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: stencils

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Development, Learning. Mat)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains five 8½" x 8½" clear plastic templates representing five geometric shapes: circle, square, triangle, line and diamond.

DIRECTIONS FOR USE: Present one template to student. Instruct him to use his crayon and copy the design inside the lines. He may superimpose other shapes in different colors over each other.

NRRC/P

Accession Number 98097

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07761

TITLE: Working With Numbers Teaching Aids - First Grade Readiness Test

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
F1-06 Numeration/Numbers/Matching, Writing, Concept

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Steck-Vaughn Company)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 8, 4" x 4" cards showing dot configurations of numbers from 3 to 6. Each number is shown in two different ways. Three inch cards show the numerals 3,6,7, and 9, seven colored-picture cards, each 5" x 5", show groups of objects from two to eight.

DIRECTIONS FOR USE: Present dot configuration cards and instruct the student to match the cards with the same number of dots. Present object cards, discuss the kinds of objects in each picture, and instruct the child to match the number of objects on each card with the numerals.

NRRC/P

Accession Number 98098

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05031

TITLE: Tell Again Story Cards, Level I

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A6-03 Comprehension/Non-Reading
A1-13 Auditory/Auditory Sequential Memory
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-McGraw Hill)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Forty-five 11" x 17", brightly colored picture cards presenting 5 stories. There are 9 cards for each story, each card presenting one aspect of the story. The back of each card contains that part of the story in large green print.

DIRECTIONS FOR USE: Present the cards from one story to a small group. Discuss the activities in the pictures. Ask one student to tell the story in the proper order using the pictures. Older students may read the stories on the back of the cards.

NRRC/P

Accession Number 98099

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07762

TITLE: Three-Letter Words Read-O-Matic Beginning Reading Program

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: booklets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Educational Enterprises)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains a 12" x 16" masonite board with cardboard overlapping the front of the board allowing booklets to be flipped in flashcard manner and fifteen 3" x 9" booklets containing various words and letters. Booklet #3 contains a word and an outline picture of an object on each page. Booklet #4 contains the same words without pictures in a different sequence.

DIRECTIONS FOR USE: Place Booklets #3 and #4 in masonite board. Present the word and picture in Booklet #3 to student. Allow him to identify the object and to spell the word. Instruct him to find the same word in Booklet #4. Repeat process with all the words.

Accession Number 98100

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07763

TITLE: Lite-Brite Alphabet Accessory Kit

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
D1-01 Reading Readiness/Alphabet

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Hasbro)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The Lite-Brite Kit contains a large, square, plastic box, holding a 25 watt light bulb, an attached peg board, an additional peg board with clips to hold one of sixteen pre-coded pictures, five boxes of pegs in five colors, and thirty-six upper case letters in different colors which will fit into the pegboard.

DIRECTIONS FOR USE: Place a series of three letters in the peg board. Instruct the student to repeat the same series. Student may spell any known words or place the alphabet in order in peg board.

NRRC/P

Accession Number 98101

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential
Blocks and Block Design Cards

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
	(SO- McGraw Hill) Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are 9, 1 1/4" cubes containing various colors and designs on each side, and a set of six plastic design cards, three of which provide a place for the blocks to be placed on them, and three of which are smaller.

DIRECTIONS FOR USE: Present one design card and the blocks to the student. Instruct him to place the blocks on the card in the correct order. Later he may reproduce patterns by looking at them rather than placing the blocks on top of them.

NRRC/P

Accession Number 98102

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04727

TITLE: Fairbanks-Robinson Program- 1-Perceptual Motor Development

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains twenty-one exercises, printed one 12" x 15" white paper with pictures in outline form and gray shading. The first six exercises contain overlapping geometric shapes; exercises 7 to 11 involve an outline picture with a black dot in one area; exercises 12 to 15 present a picture which is then repeated with some missing detail; exercises 16 to 18 present a stimulus picture alone and appearing in details of a complete picture; and exercises 19 to 21 present several objects repeated several times.

DIRECTIONS FOR USE: Present the first exercise. Ask the student to name the shapes he sees and outline them with his finger. In exercises 7 to 11, demonstrate how to color in only the area with the black dot. Then instruct the student to do the same. In exercises 12 to 15, instruct the student to look at the complete picture, then show him the incomplete picture, and ask him to point to the area that is missing. In exercises 16 to 18 the student looks at the stimulus picture and then marks as many as he can find in the complete picture. Exercises 19 to 21 involve finding one object several times.

NRRC/P

Accession Number 98103

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03177

TITLE: Buzzer Board and Pattern Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-14 Auditory/Auditory Visual Integration
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of a 1 1/2" x 8 1/2" x 11" buzzer board powered by two size C batteries and activated by either of two switch keys. Depressing the key causes the buzzer to sound. Sixty-two pattern cards are given. Each card contains a separate pattern represented by a series of dots and dashes. The student follows these patterns in producing auditory patterns.

DIRECTIONS FOR USE:

Present pattern card one to the student. Discuss the dot on the card. Instruct the student to depress the key a short time. Continue with the cards using a more complicated series of dots and dashes.

NRRC/P

Accession Number 98104

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05566

TITLE: Fairbanks-Robinson Program I
Perceptual Motor Development - Line Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains twenty-one, 12" x 15" manila sheets of paper. Each sheet contains gray figures with a black dot as a starting point. The figures increase in complexity from a circle to various curved and straight lines.

DIRECTIONS FOR USE: Place one sheet in front of the student. Instruct him to watch as you start at the black dot and trace your finger around the figure. Then tell him to do the same. When he is able to do this, a piece of acetate may be placed over the picture, and the student may use a crayon to trace. Continue with each sheet until the student has mastered it.

NRRC/P

Accession Number 98105

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07764

TITLE: Teaching Pictures

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: pictures EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- David C. Cook)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of twelve, brightly colored, pictures depicting various holidays. Resource sheets contain questions and facts regarding each holiday.

DIRECTIONS FOR USE: Present the pictures to the student, one at a time. Discuss the activity in the picture. Instruct the student to point to a given object in the picture.

Accession Number 98106

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05575

NRRC/P

TITLE: Fairbanks-Robinson Program-Level 2
Perceptual Motor Development-Spatial Relationships, Part III

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: kit

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty-seven, 11" x 14" white pages. Exercises one to ten involve completing dotted lines from a stimulus pattern. Exercises eleven to nineteen involve connectin numbered dots. Exercises twenty to twenty-four involve recognition of an incomplete shape and Exercises twenty-five to twenty-seven involve copying designs using thirty-six wooden triangles.

DIRECTIONS FOR USE: For exercises one to ten, present the material with an acetate protector and a crayon. Instruct the student to look at the way the dots are connected in the model and then to connect his in the same way. In exercises twenty-five to twenty-seven place triangles on the squares in a given pattern and then instruct the student to copy the pattern in his squares on the exercise sheets.

NRRC/P

Accession Number 98107

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07765

TITLE: Fraction Blocks

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: blocks

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-19 Reading Readiness/Spatial Orientation
A2-11 Visual/Visual Sequential Memory
D1-06 Reading Readiness/Design, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Creative Playthings)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 31 hardwood blocks varying in size the smallest being 1/16 the size of the largest.

DIRECTIONS FOR USE: Arrange the blocks on a table, in a specific pattern. Instruct the student to look carefully at the pattern. Then scramble the blocks and have the student repeat the pattern.

NRRC/P

Accession Number 98108

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04356

TITLE: Animal Puzzles

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Mat.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of eight, 8 1/2" x 11" puzzles printed on 1/8" cardboard in bright colors. Animals presented are: dog, cat, horse, cow, rooster, squirrel, chipmunk, and deer. The pieces are cut so that each body part forms a piece. The contour of the pieces is minimized.

DIRECTIONS FOR USE: Present completed puzzle to the student. Discuss the picture of the animal. Remove a few pieces. Then instruct the student to replace them. Allow the student to build a complete puzzle himself. The pieces of two puzzles to be assembled may be mixed together.

NRRC/P

Accession Number 98109

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04730

TITLE: Visual Perceptual Exercises-Perceptual Bingo

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
A2-06 Visual/Visual Discrimination
A2-07 Visual/Visual Figure Ground

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources)
Supervised, Small Group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game contains a three-ring, easel binder, stimulus book constructed of heavy stock. The binder contains fifty-four pictures of geometric shapes. Eighteen cards are presented for each of the three groups. Exercises are presented in booklet form at six levels of difficulty, showing geometric shapes in color, in outline, hidden in object pictures, with background distortion, and in dot pictures.

DIRECTIONS FOR USE: Present one exercise to each student playing. Present a cue card and instruct the child to mark one picture on his game board which most nearly conforms to the stimulus presented. The first student to cross out all pictures is the winner. Exercises of increasing difficulty may be played later.

NRRC/P

Accession Number 98110

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07766

TITLE: Lite - Brite

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: kit

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(So - Hasbro)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains a large, square, plastic box with an attached peg board covering a 25 watt light bulb, an additional peg board with clips to hold one of sixteen pre-coded pictures. and five boxes of pegs in 5 different colors.

DIRECTIONS FOR USE:

Place a picture between 2 peg board screens, aligning the coding on the pictures to the holes. Plug in the machine. Instruct the student to place a peg in each hole containing a white marking. Peg will light up when placed in hole. If student is able, he may match white-coded marks to the color of the pegs, or he may originate designs.

Accession Number 98111

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07767

TITLE: Fairbanks - Robinson Program II, Perceptual - Motor Development - Constancy of Form and Size Exercises

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: prepared cards EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2 - 06 Visual/Visual Discrimination
A2 - 09 Visual Motor Integration
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(So - Teaching Resources)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Contains twenty-four, 12" x 15" pictures on manila paper. Each page contains geometric shapes which are in outline form and which are shaded. Some shapes are presented in different sizes and shadings.

DIRECTIONS FOR USE:

Present one page to the student. Instruct him to trace around the shapes with his finger and identify them. In the more advanced exercises, he will find (by pointing) all of a given kind of shape, regardless of size or position in space.

Accession Number 98112

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Magna - Sized Flash Cards

SOURCE: SEIMC - MSU

AUTHOR(S): ______

FORMAT: flash cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D5-13 Vocabulary/Sight Words

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

One hundred, 7" x 13", heavy white cardboard flash cards containing 200 basic vocabulary words printed in forest green.

DIRECTIONS FOR USE:

Divide the class into two teams. Present a team with a given word. If the student on the team misses it, present it to the opposite team. Score is kept by giving one point to a team for each correct word. Team with the highest number of points is the winner.

Accession Number 98113

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07768

TITLE: Movable Melvin - Developing Learning Readiness

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

M1-03 Self Knowledge/Name/Touch Body Parts

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
	(So - Mc Graw Hill) Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials are a teacher's model of Movable Melvin, a brightly colored picture of a boy approximately 15" high, which shows front and back features, and thirty black and white outline pictures for the children. Each picture is punched apart and assembled with brad fasteners.

DIRECTIONS FOR USE:

Place student's cardboard model of Melvin in front of him. Name body parts and instruct the student to point to his own and Melvin's body parts. Move one of Melvin's body parts into a given position and instruct the student to put his body into the same position.

Accession Number 98114

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05593

TITLE: Visual Perceptual Exercises - Perceptual Motor Exercises

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(So - Teaching Resources)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Game contains five, 17" x 15" boards showing geometric shapes of increasing difficulty. Included are: background distortion and partial figures, three stimulus devices, a die with geometric shapes, a two-sided spinner board depicting the shapes in colors and uncolored forms, and a cloth bag with the shapes in tactile form. Also included are two wooden markers.

DIRECTIONS FOR USE:

Present the first game board and any one of the stimulus devices. Instruct the student to use the stimulus device and move to the next geometric form indicated by the device. The first player to reach the bottom right corner of the board is the winner. Continue to play with increasingly difficult game boards.

NRRC/P

Accession Number 98115

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07769

TITLE: Birds In a Tree Puzzle

SOURCE: SEIMC- MSU

AUTHOR(S):

FORMAT: puzzle

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(So - Creative Playthings)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Heavily constructed 3/4' wooden puzzle depicting eleven similiarly shaped birds to be placed in various positions in the tree.

DIRECTIONS FOR USE:

Present the completed puzzle to the student and ask him what he sees in it. Remove a few pieces and ask the student to replace them. Finally remove all pieces and ask the student to rebuild puzzle.

Accession Number 98116

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07770

TITLE: Alpha-Chest

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Reading Readiness/Alphabet
D1-14 Reading Readiness/Match
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Stein Enterprises)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of a 16" x 5" x 4 1/2" hardwood box, lid, and twenty-six alphabet blocks. The letters are deeply grooved and stained for contrast. Each letter fits into the box only in its alphabetical position. Lid may be used for construction of words.

DIRECTIONS FOR USE:

Place three letters on the table. Present one letter varying in thickness or size from the other letters. Instruct the student to choose the letter on the table which matches the one you have presented. Student may construct words in the lid or arrange the letters in alphabetical order in the box.

Accession Number 98117

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07771

TITLE: Bead Frame

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(S0 - SRA)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of one-hundred red and yellow interlocking, spool-shaped, molded-plastic beads, and a tray divided into two compartments with small holes for stacking beads in the frame.

DIRECTIONS FOR USE:

Interlocking beads can be stacked together for size discrimination. pattern detail, or mathematical concepts.

NRRC/P

Accession Number 98118

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07772

TITLE: Electro - Magnetic Cord Board

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Edmund Scientific Company)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A 9" x 12" magnetic green board with four feet of magnetic black cord.

DIRECTIONS FOR USE:

Instruct the student to form a geometric shape with the cord. May be used for other visual efficiency discriminations.

Accession Number 98119

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04125

TITLE: Try

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: manipulative materials
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Noble and Noble)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are the set of red plastic circles, squares, triangles and rectangles in three different sizes. Two of each size and shape are given. Also included is a ½" x 9½" x 11½" gray plastic board containing indentations for each size and shape.

DIRECTIONS FOR USE:

Present gray plastic board and one set of shapes to the student. Instruct him to place the shapes in their proper places in the board. The shapes can be randomly placed on the table, and the student can be instructed to find the smallest triangle, the largest circle, etc.

NRRC/P

Accession Number 98120

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04315

TITLE: Cuisenaire Rods

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Cuisenaire Co. of America)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of seventy-two rods in cloth, string-tied bag. There are ten different lengths of rods, the smallest being 3/8" and the largest equal to ten units of the smallest rod. Each set of units is the same color.

DIRECTIONS FOR USE:

Place ten rods, one of each unit, in front of the student. Instruct him to find the longest rod, next in size, etc. Rods could be used to build three-dimensional pictures of forms or to repeat designs made by the teachers.

NRRC/P

Accession Number 98121

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07773

TITLE: Farmer and Tractor Puzzle

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Creative Plaything)
Supervised, Unsupervised

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

One of several beginner, rubber puzzles, containing ten pieces of brightly colored shapes. Puzzle can be worked from either side of board.

DIRECTIONS FOR USE:

Present the completed puzzle to the student. Ask him to identify the given objects. Remove a few of the pieces and instruct the student to replace them. Then instruct the student to replace all pieces of the puzzle.

Accession Number 98122

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07774

TITLE: Stepping Stones Number Patterns

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-03 Numeration/Counting/Cardinal
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Constructive Playthings)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of ten, 8", gray squares made of non-skid, spongy, plastic foam. Dominoe-like large red dots from one to five are repeated twice.

DIRECTIONS FOR USE:

Present the squares to the student. Ask him to count the number of dots on each square. He can then match the square with the same number of dots. Then lay the squares on the floor and instruct the student to move to the square with a given number of dots.

NRRC/P

Accession Number 98123

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04086

TITLE: Geometric Inset Board

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Daigger and Company)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

A 6" x 9" wooden board contains insets of six, brightly colored, geometric shapes

DIRECTIONS FOR USE:

Remove the shapes from the board. Instruct the student to place the shapes in the proper inserts. Board and shapes can be turned in various directions to provide for differences in position. The student may match colors of the shapes to colors of other objects in the room.

NRRC/P

Accession Number 98124

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07775

TITLE: Complete Set of Four Cylinder Blocks

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Daigger and Company)
Supervised/Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of four, 18" x 3" x 2 1/2" hardwood boxes containing ten cylinders each The first set of cylinders varies in height only, the second in diameter only, the third in height and diameter in direct proportion, and the fourth in height and diameter in indirect proportion. Each cylinder will fit only one hole in the block. The cylinders have nob tops for easy handling.

DIRECTIONS FOR USE:

Place all cylinders varying in height in random order on a table. Instruct the student to find the shortest one and place it in the first hole. Continue until all cylinders are placed. Next present variations in diameter, then variations in diameter, then variations in diameter and height in direct proportion, and finally variations in diameter and height in indirect proportion.

NRRC/P

Accession Number 98125

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07776

TITLE: Rubber Triangles

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Creative Playthings)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

One hundred, brightly colored, rubberized, triangles, each with a circle in its center that can be easily removed.

DIRECTIONS FOR USE:

Place the triangles in the given pattern in front of the student. Instruct the student to use his triangles to make a figure like the given one.

Accession Number 98126

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04683

TITLE: Visual - Motor Perception Teaching Materials - Fruit and Animal Puzzles

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-15 Reading Readiness/Part Whole Relationship
A2-10 Visual/ Visual Perception
A2-09 Visual/ Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Teaching Resources, Inc.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of 10" x 6" puzzles grouped in levels from one to six. Each level contains seven puzzles printed on heavy cardboard. Level one contains the whole picture in color with the board outlined in black. Level six contains pictures of the same objects in three equal pieces but in outline form.

DIRECTIONS FOR USE:

Present the pictures from level one to the student. Ask him to identify them. If he is correct, proceed to the next levels and instruct the student to build pictures from the puzzle pieces. The student may be given extra pieces for each puzzle and then find the piece that doesn't fit.

NRRC/P

Accession Number 98127

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04125

TITLE: Try

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-10 Visual/Visual Perception
D1-01 Reading Readiness/Alphabet
D1-12 Reading Readiness/Left to Right Progression

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Noble and Noble)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are a set of 1½" white plastic squares with black letters. One side of the square contains the upper case letter and the other side contains the lower case letter. Also included ¼" x 9½" x 11½" gray plastic board with indentations for each letter.

DIRECTIONS FOR USE:

Present letters in random order and the gray board to the student. Instruct him to place all the upper or lower case letters in the alphabetical order. The student can construct words using the plastic letters and stimulus cards shown by the teacher.

Accession Number 98128

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07777

TITLE: Addition Cubes

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-10 Visual/Visual Perception
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Creative Playthings)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Two sets of 1" wooden blocks graduated in length from 1" to 10". Set is in a wooden tray. The red and green set are scored at 1" intervals.

DIRECTIONS FOR USE:

Place red sticks in front of the student in random order. Present one green stick that is the same length, or longer, or shorter. Student can arrange sticks in order by size. Two students can play the first game, each using one set.

NRRC/P

Accession Number 98129

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04682

TITLE: Visual - Motor Perception Teaching Materials - Geometric Shapes

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
D1-03 Reading Readiness/Color Concepts
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of six geometric shapes, each represented on different cards in six colors. Cards are 2½" x 2½" and are outlined in the same color as the shape on the card.

DIRECTIONS FOR USE:

Present the cards to the student in random order. Instruct him to sort shapes of the same kind into piles. Cards can be sorted into color groups.

NRRC/P

Accession Number 98130

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04175

TITLE: Occupation Cards - Peabody Language Develop. Kit, Level 2

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A6-03 Comprehension/Non - Reading
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Am. Guidance)
Supervised, Individual. Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are a set of sixty-two, 7" x 9", laminated, brightly colored pictures of people in various occupations.

DIRECTIONS FOR USE:

Place several occupational cards on a table or chalk ledge. Describe an occupation, and instruct the student to find the card depicting that occupation.

Accession Number 98131

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07718

TITLE: Farm Lotto

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Ed-U-Cards Mfg. Co.)
Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game contains six, 7" x 6½", cardboard boards, each showing six, different, brightly colored pictures of farm objects, thirty-six, 2" x 3", cover cards containing the same pictures as on the game boards, and the word naming the object. Available in other categories.

DIRECTIONS FOR USE: Each student receives one game board. Cover cards are placed face down on the table. One student picks a card. If it matches an object on his board, he picks another. If it does not match, the player who needs the cards calls for it and then continues to pick other cards. The first student to cover his game board is the winner. One student can play by matching all the cover cards to game boards.

Accession Number 98132

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04176

TITLE: "I Wonder"Cards-Peabody Lang. Devel. Kit- Level 2

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO-Am. Guidance)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are a set of twelve, 19" x 22" plastic-coated pictures showing various scenes with much detail.

DIRECTIONS FOR USE: Present one picture or scene to the student discussing the activity in the picture. Name various objects in the picture, and instruct the student to point to them.

Accession Number 98133

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03323

TITLE: Auditory Discrimination-Rhyming Words

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: transparencies/dup. masteEDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-06 Auditory/Auditory Discrimination
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Milliken Pub.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains twenty overhead transparencies and twenty identical duplicating masters. Pages one through five present pictures of nursery rhymes. Remaining pages use objects that rhyme.

DIRECTIONS FOR USE: Place one transparency on the projector and present class with a copy of the transparency and a crayon. Discuss activity or object in the transparancies. Then instruct the students to mark given objects, pointing them out if necessary on the transparency.

Accession Number 98134

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04178

TITLE: Color Chips-Peabody Lang. Develo. Kit-Level 2

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-03 Reading Readiress/Color Concepts
D1-06 Reading Readiress/Designs/Patterns
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are a set of 560, ½"x 3", different colored plastic chips which can be locked together.

DIRECTIONS FOR USE: Make a pattern using several different color chips. Present pattern to the student and instruct him to copy the pattern.

NRRC/P

Accession Number 98135

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07778

TITLE: Interlocking Plastic Letters

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-11 Visual/Visual Sequential Memory
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Responsive Environ. Corp.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains forty-nine, 1" x 7/8" plastic interlocking squares which are lettered on both sides. There are sixty-three lower case and twenty-six capital letters, blanks for spaces between words, and several puncuation marks.

DIRECTIONS FOR USE: Print a word or sentence on a paper. Instruct the student to use his interlocking letter to construct the same word or sentence.

NRRC/P

Accession Number 98136

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04175

TITLE: Shapes In Color- Peabody Lang. Devel. Kit - Level 2

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Am. Guidance)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are eighty, 7" x 9" laminated pictures of various objects and shapes. Twenty different shapes are presented four times in different colors.

DIRECTIONS FOR USE: Place several pairs of shape and object cards in random order on a table. Instruct the student to look at them carefully and group them into pairs.

NRRC/P

Accession Number 98137

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07779

TITLE: Block Design - Pupil Record of Educ. Behavior

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: cards/manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are eight block design cards showing various color configurations of one-inch cubes, and the set of thirty-two one-inch wooden blocks in various colors.

DIRECTIONS FOR USE: Place one block design card and the correct number of blocks needed to copy the pattern in random order on a table. Instruct the student to place the blocks in the same position as they are on the design cards. Continue in the same manner with increasingly difficult design cards.

Accession Number 98138

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07780

TITLE: Letter Recognition Sorting Books

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: books

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match
D1-01 Reading Readiness/Alphabet

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Responsive Environments Corp.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) The plasticized books have three, separate, horizontal strips. The top strip provides a guide and shows one letter. The middle and bottom strips can be leafed through to find the corresponding letter. Each book is 5 3/4" x 3 3/4".

DIRECTIONS FOR USE: Present one letter on the top strip. Instruct the student to look at it carefully and then to leaf through the middle and bottom strips until he finds that letter.

NRRC/P

Accession Number 98139

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Graded Picture Word Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D5-13 Vocabulary/Sight Words
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains 400, 4¼" x 2¼" cards. One side of the card contains a word and an outline picture. The other side contains just the word. The cards are printed in four colors, and the words are divided into primer, first, second, and third grade vocabulary levels.

DIRECTIONS FOR USE: Select five or six cards appropriate for the level of the student. Look at the outline picture and the word on each card. Turn the cards over so that only the word side is in view. Pronounce one of the words and instruct the student to pick up that card.

NRRC/P

Accession Number 98140

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07781

TITLE: Photo Puzzles

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-15 Reading Readiness/Part Whole Relationship
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Responsive Environ.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains ten black and white outline puzzles of four pieces each showing familiar objects. A related sentence is also written on the puzzle.

DIRECTIONS FOR USE: Present one puzzle, in random order, to the student. Instruct him to put it together. He may read the sentence on each one.

Accession Number 98141

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07782

TITLE: Sights and Sounds

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: records/filmstrips/booklets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A1-13 Auditory/Auditory Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Captioned Films for the Deaf)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains six filmstrips: At the Circus, On the Farm, In the City, At Christmas, In the House, and At the Concert, a record for each filmstrip, and ten test booklets.

DIRECTIONS FOR USE: Present one filmstrip and record to the group. Give each student a test booklet and instruct him to mark the picture representing that sound when he hears it. If the student is old enough, he may number the pictures according to the order of the sounds presented. Then play that band on the record containing the test sounds.

Accession Number 98142

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07783

TITLE: Fly

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: game EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match
D2-02 Phonics/Blend/Initial

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Go-Mo Products, Inc.)
Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game contains twenty-four, 3½" x 2¼" cards in pairs of objects beginning with the initial consonants fl and sl. Each picture is shaded in a particular color. Other games stressing initial consonants are: Jet - j sound, So Sorry - s sound, Bronco - br and gr sounds and Mouse - final s.

DIRECTIONS FOR USE: Shuffle the cards and deal five to each player, placing remaining cards face down. The first player asks another if he has a particular card to match the one in his hand. If he receives a card, he may ask again. If not, he must draw from the pile. One student may match all the pictures in the deck.

Accession Number 98143

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 01447

TITLE: Small Parquetry Design Cards For Small Parquetry

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: cards/blocks
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Design cards contain twenty, 5½" x 6" colored designs on white glossy paper. Parquetry blocks include sixty-five various-colored, wooden shapes.

DIRECTIONS FOR USE: Present one simple design to the student and the exact blocks needed to construct the design on the paper. Later, introduce him to build the design on the paper. Later, intorduce more difficult designs with more shapes than needed to construct the design. Student may build the design on the table while looking at the picture.

Accession Number 98144

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice In Form Perception - Webstermasters V

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A1-14 Auditory/Auditory Visual Integration
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- McGraw Hill)
Supervised, Individual
Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Material needed is a set of Webstermasters V, one to twenty-six. Each 8½" x 11" master contains pictures of objects involving various geometric shapes, pictures constructed of geometric shapes to be reproduced and geometric shapes with differences in their inner detail.

DIRECTIONS FOR USE: Present one master to each student. Instruct him to mark the and shape or picture you have described.

NRRC/P

Accession Number 98145

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07784

TITLE: Flexagons

SOURCE SEIMC-MSU AUTHOR(S):

FORMAT manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-10 Visual/Visual Perception
A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Forde Corp.)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of 180 cardboard triangles and squares i various colors with notched edges and a large package of rubber bands which fit the notched edges and join the pieces together.

DIRECTIONS FOR USE: Make a pattern using various colors of triangles and squares. Instruct the students to make the same pattern. Three-dimensional objects with hidden sides can be made for training in spatial perspective. Groups of students may construct objects together.

Accession Number 98146

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05568

TITLE: Fairbanks - Robinson Program/ 1-Cutting Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheet

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-05 Reading Readiness/Cut, Paste, Position
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains twelve, 12" x 18" pictures in thick gray outline on blue paper. Each picture is reproduced eight times. Lines vary from straight to various curves.

DIRECTIONS FOR USE: Demonstrate the cutting of the first picture to the student. Instruct him to cut another exactly as you have cut it. Continue with pictures involving more difficult lines as soon as the student has mastered previous ones.

NRRC/P

Accession Number 98147

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07785

TITLE: Seriation - Teacher's Pre-Number Demonstration Kit

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F7-10 Mathematics/Telling Time
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Harper and Row)
Supervised, individual
small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains magnetic pattern board, 3" colored squares, counting stick, clock face and hands, squares, triangles, circles, plastic templates, wooden three-dimensional figures and colored magnetic plastic pieces.

DIRECTIONS FOR USE: Place four circles on the pattern board and four triangles around the circle, at the top, the bottom, the right and the left. Instruct the student to compare them to position of clock hands at the hour, quarter after, half hour, quarter to the hour. Use the clock face to compare.

NRRC/P

Accession Number 98148

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04727

TITLE: Fairbanks-Robinson Program/ 1 Coloring Exercises

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: worksheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains twenty-three, gray, outline pictures of large objects with very little inner detail. Each is on 12" x 15" paper and is reproduced four times.

DIRECTIONS FOR USE: Present one picture to the student. Instruct him to color it carefully. If there are too many errors, the student may recolor another. Teacher may also color one picture then present a second to the student to be colored exactly as the model.

Accession Number 98149

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05569

TITLE: Fairbanks-Robinson Program/ 1- Shapes-Recognition and Discrimination Exercises

SOURCE: SEIMC -MSU

AUTHOR(S):

FORMAT: cards/blocks

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A1-14 Auditory/Auditory Visual Integration
F7-03 Mathematics/Geometric Shapes/Construction

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains twenty-one, 12" x 15" green pages with various geometric shapes. The first shapes are 1 1/2" thick lines with a black dot as a starting point. They become increasingly difficult by becoming smaller and by being presented in outline form with no shading. Kit also contains a box of six, geometric, wooden shapes in various sizes.

DIRECTIONS FOR USE: Present the six basic shapes on the large cards to the student. Instruct him to trace around them with his finger. Next set of cards contains six shapes. Name a shape, and have the student point to all shapes with the same name that he can find. Wooden geometric shapes can be stacked in order of size.

Accession Number 98150

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04161

TITLE: Peabody Lang. Devel. Kit, Level P, Disassembled Manikin

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
M1-03 Self Knowledge/Name/Touch Body Parts
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- American Guidance)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed are the magnetized disassembled manikin showing the body parts of trunk, head, arms, legs, ears, hands, and feet.

DIRECTIONS FOR USE: Present the body parts in random order to the student. Instruct him to place them together to make a person. If he becomes confused, discuss right and left sides of the body.

NRRC/P

Accession Number 98151

SER-LARS REPORT D-1

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice in Eye-Hand Coordination-Webster Masters III- Developing Learning Readiness

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: worksheets
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-03 Visual/Visual Closure
A2-06 Visual/Visual Biscrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- McGraw Hill)
Supervised, Individual
Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Material needed is a set of Webstermasters III, one to nineteen. Each 8½" x 11" master contains pictures of objects in various positions and sizes, and several dotted pictures.

DIRECTIONS FOR USE: Present a copy of one master and instruct the students to mark the picture as suggested in the guidebook.

NRRC/P

Accession Number 98152

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04150

TITLE: Peabody Lang. Devel. Kit, Level P. Story Posters

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Am. Guidance)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are six, 27" x 42", brightly colored, plasticized pictures depicting scenes of a department store, the city in summer, the circus, the farm, a winter carnival and a shopping center.

DIRECTIONS FOR USE: Present one picture on a wall in front of the student. Discuss various activities in the picture and instruct the student to point to various objects or details as each picture is discussed.

NRRC/P

Accession Number 98153

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07786

TITLE: Seasonal Stencils

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: stencils

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/visual Motor Integration
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Develop. Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of twelve 8 1/2" x 8 1/2" stencils with a white background cut out of 1/8" fiber board. Shapes depict seasons of the year and some holidays.

DIRECTIONS FOR USE: Place a given stencil on a black piece of paper. Cut out several stencils from black paper and place four on white paper near the student. Discuss the shape of the stencil and instruct the student to choose the black stencil that could be matched to the given form. Student may also trace stencils.

NRRC/P

Accession Number 98154

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03169

TITLE: Colored Inch Cubes

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-19 Reading Readiness/Spatial Orientation
A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Devel. Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains ninety-six 1" cubes in six different colors.

DIRECTIONS FOR USE: Build a pattern with several cubes. Instruct the student to repeat it. More difficult patterns, involving spatial perspective and hidden blocks, may be developed.

NRRC/P

Accession Number 98155

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07787

TITLE: Size Sorting Board For Triangles

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- J. Arnold and Son, Ltd.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains a 3" x 11" blue board with six yellow triangles varying in height from 3/4" to 2". Each triangle has a small nob for easy removal.

DIRECTIONS FOR USE: Remove the triangles from the board and randomly place them on the table. Instruct the student to find the smallest triangle and to place it in position on the board. Continue in the same manner with the remaining triangles.

NRRC/P

Accession Number 98156

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04158

TITLE: Peabody Language Devel. Kit Level P - Fruits

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- American Guidance)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit are twenty, three-dimensional, plastic fruits. Obtain pictures from a magzines or book of the same fruits.

DIRECTIONS FOR USE: Place the plastic fruits in random order on a table. Present one picture of a given fruit and instruct the student to find that fruit. The student may identify the fruits by their names.

NRRC/P

Accession Number 98157

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07788

TITLE: Numeral Jigsaws

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part Whole Relationship
F1-08 Numeral Recognition

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Responsive Enivron, Corp.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains plywood jigsaw puzzles of the numerals 0-9. Each numeral is 5 3/4" high and has as many pieces as the number it represents

DIRECTIONS FOR USE: Place the pieces of a given numeral in random order on a table. Instruct the student to build that numeral. If necessary, provide a stimulus picture for the numeral.

NRRC/P

Accession Number 98158

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 06510

TITLE: Pictures of Clothing -Inquisitive Games

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: pictures
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-02 Reading Readiness/Classify, Categorize

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- SRA)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty-six, 6" x 7" brightly colored pictures of various articles of clothing. Other sets of cards in the kit are food, furniture, animal and transportation cards.

DIRECTIONS FOR USE: Present pictures to the student. Instruct him to identify eac picture. The student may sort the pictures into various categories such as men's or women's clothing or indoor or outdoor clothing.

NRRC/P

Accession Number 98159

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Teacher's Pre-Numbered Demonstration Kit

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-03 Reading Reading/Color Concepts
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Harper and Row)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains magnetic pattern board, 3" colored squares, counting sticks, clock face and hands, squares, triangles, circles, plastic templates, wooden three-demensional figures and colored magnetic plastic pieces.

DIRECTIONS FOR USE: Select magnetic pieces, all of different color and shape. Instruct student to put a red piece on the pattern board. Instruct other students to choose different colors to be placed on the board. Students can also be instructed to search for shapes.

Accession Number 98160

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice in Visual Memory-Webstermasters VI

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Tachistoscope /worksheets filmstrips

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- McGraw Hill)
Supervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Material needed is a set of Webstermasters VI, one to eighteen. Each 8½" x 11" master contains pictures of various geometric shapes with inner detail and in different positions. A tachistoscope and filmstrip for the master is provided.

DIRECTIONS FOR USE: Present one master to each student. Flash pictures of shapes using the filmstrip and the tachistoscope Instruct the student to mark the form you flashed.

Accession Number 98161

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07789

NRRC/P

TITLE: Peg City

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(S0- Educational Playsystems, Inc.)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains a 13" x 8" pegboard with a road, lake and train track painted on it, and eighty colored pegs including houses, roofs, trees, and cars. A leaflet for additional games is provided.

DIRECTIONS FOR USE: Place a peg of a given size and shape in the board. Instuct the student to find another like it. Students may build villages together or independently.

Accession Number 98162

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03172

TITLE: Association Picture Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-02 Reading Readiness/Classify, Categorize

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains thirty, brightly colored, 2 3/4" x 4 1/2" pictures of objects. Six objects, a table, chair, clock, house, lamp, and tree, are each presented in five different types or designs.

DIRECTIONS FOR USE: Present one picture of each object to the student. Discuss the name of the object. From random selection of other pictures, instruct the student to choose another of the one he has named. Student may sort thirty pictures into six categories.

NRRC/P

Accession Number 98163

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice in general Coordination-Webstermasters I

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- McGraw Hill)
Supervised, Individual, Small group
Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains a set of Webstermasters I, one to nineteen. Each 8 1/2" x 11" master contains pictures of children in various activities.

DIRECTIONS FOR USE: Present a copy of one master and instruct the students to circle various pictures of children.

Accession Number 98164

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03427

TITLE: Geometric Wood Forms

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Ideal School Supply Co.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains thirteen blue, solid, hardwood forms representing geometric shapes. The shapes presented are: large and small circular cylinders, a circular conical, triangular and square pyramids, a frustum of a square pyramid, a sphere, and a hemisphere.

DIRECTIONS FOR USE: Draw a likeness of each shape on a piece of tagboard, showing spatial perspective, and randomly place the solids on the table. Present a drawing of one shape. As an independent activity the student may match the pictures and the shapes.

NRRC/P

Accession Number 98165

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07693

TITLE: Color Cued Control Paper

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: prepared paper EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
D1-14 Reading Readiness/Match
E2-04 Handwriting/Letter Formation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Box of 8 1/2" x 11" white paper. The top and bottom lines are printed in red and are 1" apart. Two middle green lines are 1/4" apart.

DIRECTIONS FOR USE: Write several letters involving reversals, such as b, d, p, g, on a line. Present a given letter and instruct the student to find that letter. The student may also practice letter formation. Paper can be used to show figure detail and symbol sequence.

Accession Number 98166

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07790

TITLE: Ready, Go! Disks

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Cantrell Industries)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set includes thirty-five 1/4", heavy cardboard disks cut in circles and ovals in various diameters for 1" to 2 1/2".

DIRECTIONS FOR USE: Select one circle from each size given and present them to the student. Instruct him to place the circles in descending order from largest to smallest.

NRRC/P

Accession Number 98167

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07791

TITLE: Matching Letters-Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kits needed for this exercise are twenty-four, 3" x 3" letter cards. Eight letters are presented three times, in red, green, and blue.

DIRECTIONS FOR USE: Place one set of letters on a table. Randomly pile the other two sets of letters on the table. Instruct the student to look at a letter from the first group and then to find two more like it from the second pile. Continue in the same way with the remaining letters.

NRRC/P

Accession Number 98169

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 00297

TITLE: New Phonetic Word Drill Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: word charts

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D5-14 Vocabulary/Word Families, Patterns
D2-13 Phonics/Sound Blending

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Kenworthy Educ. Service, Inc.)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of ten, 4" x 8" flip, word charts with large green letters. Each family is presented with the ending sound and several different beginning sounds to be flipped and blended with the ending sound.

DIRECTIONS FOR USE: Present the ending of one family to the student. Slowly flip one beginning sound, ask the student to identify the letter or letters, and then to pronounce the word. Continue until all have been flipped. Duplicate copies of a word family with other distractors. Instruct the student to circle all those that belong in the same family.

NRRC/P

Accession Number 98170

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07792

TITLE: Beginning Consonant Sounds - Pupil Record of Educational Behavior

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Teaching Resources, Inc.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are 3" x 3" cards six consonant picture cards, and six letter cards showing the letters with the beginning sounds of the picture cards.

DIRECTIONS FOR USE:

Place the consonant picture cards and the letter cards in random order on a table. Instruct the student to choose a picture card, identify it, and find the letter that represents its beginning sound. Continue in the same way with the remaining letter and picture cards.

Accession Number 98171

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04905

TITLE: Visual - Motor Perception Teaching Materials Ordinal Placement Boards

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: MANIPULATIVE MATERIALS EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory
F1-08 Numeration/Numeral Recognition
F1-09 Numeration/Number Sequence

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Contains two, heavy, white boards, 4" x 12", outlined in black with small slits for numerals, and twenty-four, 1½" x 1½" numerals on white cardboard outlined in black.

DIRECTIONS FOR USE:

Present numerals to the student and instruct him to name them. Place a sequence of numerals in one board, and have the student repeat the sequence in another board.

Accession Number 98172

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07793

TITLE: Airplane Puzzle

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: puzzle

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Creative Playthings)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Consists of a heavy, wooden, thirty-piece puzzle in a tray. The puzzle depicts an airport scene. When the pieces are lifted out, an outline picture of the inside of an airport and airplane are shown.

DIRECTIONS FOR USE:

Place the puzzle in front of the student and ask him to tell about the scene. Remove a few pieces and discuss the picture on the inside of the tray. Remove all pieces and instruct the student to rebuild the puzzle.

Accession Number 98173

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04732

TITLE: Visual - Motor Perception Teaching Materials - Small Form Puzzles

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part Whole Relationship
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SD - Teaching Resources, Inc.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains six, 4" x 4" puzzles consisting of four equal pieces with diamonds of various colors.

DIRECTIONS FOR USE:

Present the complete puzzle to the student. Then remove one piece, and instruct the student to replace it so the puzzle will form a diamond. Student may build six puzzles by himself.

Accession Number 98175

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07794

TITLE: Lite - Brite Shapes and Forms Accessory Kit

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Hasbro)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Lite - Brite Kit contains a large, square, plastic box, holding a 25 watt light bulb, an attached peg board, an additional peg board with clips to hold one of sixteen pre-coded pictures, five boxes of pegs in five colors, and various shapes in whole or partial form which will fit into the peg board.

DIRECTIONS FOR USE:

Place a sheet of black construction paper between the two peg board screens. Instruct the student to find a given shape and to place it in the peg board. Pictures may be made with the shapes.

Accession Number 98176

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04347, 04357

TITLE: People Puzzles

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-15 Reading Readiness/Part Whole Relationship
A2-09 Visual/Visual Motor Integration
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Developmental Learning Materials)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of ieght, 8½" x 11" brightly colored puzzles cut from 1/8" superboard depicting faces of: a baby, sister, brother, mother, father, grandfather, grandmother and a complete body picture of a boy on roller skates. The puzzles are cut so that each piece forms an essential and identifiable part of the person.

DIRECTIONS FOR USE:

Present the constructed puzzle of the baby. Discuss his features in the puzzle. Scramble the parts and instruct the student to rebuild the puzzle. Continue with the remainder of the puzzles.

Accession Number 98177

NRRC/P

SER-LARS REPORT D-

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05569

TITLE: Fairbanks - Robinson Program/1 - Level 2 - Line and Form Discriminatio

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: worksheets
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials needed from the kit for this exercise are twenty-seven, 11" x 14" white pages. Pages 1 to 9 show a stimulus figure with three other similar figures differing in inner detail. Exercises 10 to 18 show five figures, several of which are alike, and exercises 19 to 27 show five figures, one of which is different.

DIRECTIONS FOR USE:

Present exercises 1 to 9 wth the acetate protector and a crayon to the student. Instruct him to mark one figure that is like the first in each row. Present exercises 10 to 18 and instruct the student to mark all the figures in each row that are alike. Exercises 19 to 27 involve marking the one that is different in each row. Erasing the acetate protector provides detail discrimination.

Accession Number 9817B

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05566

TITLE: Fairbanks - Robinson Program/ 1 - Level 2 - Line Exercises

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: Worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Teaching Resources)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are fifteen, 11" x 14" manila papers. Each paper contains small, geometric shapes at the top and bottom of the page, different lengths of line segments, and line segments in various positions.

DIRECTIONS FOR USE:

Place the first exercise in front of the student. Instruct him to place his finger on the top circle and draw a line stopping at the circle on the bottom. Continue in the same manner with each exercise.

NRRC/P

Accession Number 98179

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 01441

TITLE: Design Cards for Plain Inch Cubes

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: design cards/cubes

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(50 - Developmental Learning Materials)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of thirty-six sheets of 7½" x 8½" cardboard. Each sheet contains a picture of outline blocks to be constructed in a given pattern. Use of this material will require a set of 1" cubes.

DIRECTIONS FOR USE:

Presdent one design card to the student and instruct him to build the same design with his cube. Watch for errors in perspective. Cards are to be presented sequentially.

Accession Number 98180

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03189

TITLE: Abacus

SOURCE: SEIMC- MSU

AUTHOR(S):

FORMAT: manipulative material

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Developmental Learning Materials)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Abacus is a 18" x 24", black, wooden frame with two removable wooden stands. There are ten, adjustable, removable, wire rods strung with 100 beads of ten different colors.

DIRECTIONS FOR USE:

Place the abacus on the stand in front of the student. Remove several beads from one group, and ask the student to identify the shortest group. Continue to remove varying amounts of beads from each group and to ask the student to identify shortest, tallest, etc.

NRRC/P

Accession Number 98181

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03190

TITLE: Parquetry Insert Boards

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Developmental Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains five, 4 1/2" x 17", white, plastic-coated boards with various figures. The back of the inset is red. Parquetry pieces are inserted into the boards.

DIRECTIONS FOR USE: Present the board containing triangles in various positions. Instruct the student to insert parquetry triangles into the insets. Continue with more difficult boards.

Accession Number 98182

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Graph Paper

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: paper

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-06 Reading Readiness/Design, Patterns
D1-04 Reading Readiness/Copy, Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Materials)
Supervised, Unsupervised
Individual, Small groups

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains 500 sheets of 8 1/2" x 11" paper. 250 sheets are ruled in 1" squares and 250 in 1/2" squares.

DIRECTIONS FOR USE: Draw or color a design on 1" square paper. Instruct the student to copy the same design. As the student progresses intorduce 1/2" square paper. Two students may draw designs and then copy each other's designs.

NRRC/P

Accession Number 98183

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER ______

TITLE: Experiential Perceptual-Motor Exercises

SOURCE: SEIMC - MSU

AUTHOR(S): ______

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains sixty exercises printed in outline form on 9 1/2" x 11" paper. Each exercise is produced in an "A" and "B" form. The "A" form provides heavy-colored lines to be reproduced, and the "B" form presents only dotted lines. The four areas of development are: angular strokes, curved lines, combined angular and curved line practice, and symbol configuration practice. Also included are an acetate protector, crayons, and an instruction manual.

DIRECTIONS FOR USE: Place "A" sheet under the acetate protector and call attention to the heavy lines. Instruct the student to copy them. When proficiency is gained, use the "A" sheet as a model and allow the "B" sheet to be used. Continue in this manner with each exercise.

Accession Number 98184

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05571

TITLE: Fairbanks - Robinson Program/ 1, Level 2-Figure Ground Discrimination

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-07 Visual/Figure Ground

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty-five, 11" x 14" manila pages. Exercises 1 to 11 contain pages of shapes and figures with a stimulus figure. Exercises 12 to 18 show a stimulus figure and other figures, some containing the stimulus with superimposed figures. Exercises 19 to 25 show various figures, some of which are the same. Four different ground design acetate sheets are provided.

DIRECTIONS FOR USE: Present exercises 1 to 11 with an acetate protector and a crayon. Instruct the student to find and mark all figures like the first one. For exercises 12 to 18 instruct the student to look at the stimulus figure then to find all other pictures in which the stimulus figure appears. Use all four of the ground design acetate sheets for exercises 19 to 25 and instruct the student to find all of a given object on each sheet.

Accession Number 98185

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05574

TITLE: Fairbanks-Robinson Program/ 1 Spatial Relations

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains a set of six, 12" x 15" problems on green manila paper. Each page contains a large, gray, geometric shape with an inner part, outlined in black, that is left out, and three choices of pieces that fit. Gray, wooden, missing pieces are also provided.

DIRECTIONS FOR USE: Present the page to the student. Instruct him to look at the large figure on the large figure on the right, calling his attention to the clear area. Look at the three shapes on the left, and point to the one that would fit in the clear area. If he experiences difficulty, he may use the wooden shapes to help him.

Accession Number 98186

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Numerals

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-08 Numeration/Numeral Recognition
F1-09 Numeration/Number Sequence

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- McGraw Hill)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are set of 3" gold, felt numerals from one to nine.

DIRECTIONS FOR USE: Place the numerals in random order and position on a table. Present a stimulus model of the numeral and instruct the student to find that numeral and place it in the proper position. A sequence of numbers may be presented for the student to find.

NRRC/P

Accession Number 98187

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05574

TITLE: Fairbanks-Robinson Program/ 1 Spatial Relations Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A6-03 Comprehension/Non-Reading
D1-08 Reading Readiness/Dot Joining
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains eighteen exercises printed in outline form on 12" x 15" green paper. Exercises 1 to 8 show two "before and after" pictures. Exercises 9 to 15 show stimulus dots to be connected, and exercises 16 to 18 contain sets of squares to be colored in a given order from a stimulus provided by the teacher.

DIRECTIONS FOR USE: Present exercises 1 to 8 to the student. Discuss two pictures Then ask the student to point to the figure which show what happened first, and what happened next. Exercises 9 to 15 involve the child's ability to trace, first with his finger, then with a crayon, a line from one dot to another. For exercises 16 to 18, the teacher colors in a series of squares in a given pattern and then instructs the student to do the same.

NRRC/P

Accession Number 98188

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Squares

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: color-cued manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
	(SO- McGraw Hill) Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are a set of felt strips varying in length from 2" to 20". Each different length is a different color.

DIRECTIONS FOR USE: Present the strips in random order to the student. Instruct him to place them in order from smallest to largest. The student may be presented with a stimulus strip and then be instructed to find another that is the same size.

Accession Number 98189

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05574

TITLE: Fairbanks-Robinson Program/ 1 Spatial Relations Exercises.

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains twenty-four exercises printed on 12" x 15" blue paper. Exercises 1 to 12 present simple mazes, some of which are shaded and some of which are in outline form only. Exercises 13 to 24 present two or three stimulus figures in a given order and two pictures, one using the same order as the stimulus figure.

DIRECTIONS FOR USE: Present the first of maze set to the student. Refer to the circle as the starting point and the star as the stopping point. Instruct the student to follow the path, starting at the circle and ending at the star. For exercises 13 to 24, instruct the student to look at the top pictures below it. Choose the picture below that has the same order as the top picture.

Accession Number 98190

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07795

TITLE: Shapes Stencils

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: stencils EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Mat.)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of twelve, 8 1/2" x 8 1/2" stencils of various shapes are presented on white, 1/8", plastic-coated cardboard. Both the stencil and outline form are given.

DIRECTIONS FOR USE: Present stencils and outlines to the student. Instruct him to put them together. Construct pictures out of stencil designs and ask the student how many stars, and other objects he can find in the picture. Student may construct overlapping designs and then outline them.

Accession Number 98191

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07146

TITLE: Mathfacts Games

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
F2-02 Addition/Addition Facts
F3-03 Subtraction/Subtraction Facts

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Milton Bradley)
Small group, Unsupervised

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Mathfacts consists of fifty-five, 1 3/4" x 1" cards, a spinner wheel, and a tray for placing number fact cards. Five levels of addition and subtraction facts are provided in five different games.

DIRECTIONS FOR USE: Place number cards, fact side up, in the tray. First player spins the spinner. He may take as many facts as he can from the tray which have the answer appearing on the spinner. The player with the most facts is the winner.

NRRC/P

Accession Number 98192

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07796

TITLE: Cyclo Teacher Learning Aid-Primary Cycle -Using Letters in Words

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Programmed Machine

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Phonics/Consonant Initial
D2-14 Phonics/Sound/Symbol Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Field Educational Publications, Inc.)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials form the kit needed for this exercise are one Cyclo-teacher machine and eighteen primary cycles. The machine consists of a 16" diameter plastic wheel into which programmed lessons are inserted. It shows one frame at a time, a place for the student to answer, the correct response, and the correct answer. Each primary cycle shows fifteen objects asking the child to write a given sound in a word. Other cycles are math, English, social studies and map skills.

DIRECTIONS FOR USE: Place Primary Cycle side one and an answer sheet in the machine. Instruct the student to look at the object and write its beginning sound. Advance the frame. Then check his answer and continue with the remaining frames and other cycles.

Accession Number 98193

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07797

TITLE: Picture Sequence-Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D3-14 Reading Comprehension/Sequence of Events

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials needed from the kit for this exercise are four 3" x 6" brightly colored picture cards, each depicting one scene from a sequentially oriented story.

DIRECTIONS FOR USE: Present the four cards in random order to the student. Instruct him to look carefully at each picture and to put them in order in which the story happened.

Accession Number 98194

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07798

TITLE: Working With Numbers Teaching Aids- 2 nd Grade Fraction Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F6-05 Fractional Parts/Construction

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Steck Vaughn Company)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of ten, 4" x 4" cards showing pictures of various geometric shapes divided into fractional parts of 1/2 , 1/3 , and 1/4.

DIRECTIONS FOR USE: Present fractional cards for 1/2, discuss meaning with student, and present reproductions of the geometric shapes used. Instruct the student to color in the same amount of shape as was depicted on the card. Continue with other fractional equivalents.

Accession Number 98195

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 00319

TITLE: Link Letters

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
D2-14 Phonics/Sound/Symbol Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Milton Bradley)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game contains 258 cardboard upper and lower case letters, and punctuation marks. Each letter can be linked to another. Eight sentence strips are given. Suggestions for group games are included.

DIRECTIONS FOR USE: Present groups of words with similar patterns such as tip, tap, cup, cap, map, mop. Instruct the student to find those letters and construct the words.

Accession Number 98196

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03186

TITLE: Spatial Relation Picture Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: pictures

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-19 Reading Readiness/Spatial Orientation
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Develop. Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains five brightly colored 2 3/4" x 4 1/2" pictures. Each picture is repeated six times with a change in detail, ie.e an object may be presented above, below, beside, or in front.

DIRECTIONS FOR USE: Present one card to the student and discuss the objects in the picture. Present another card, using the same picture, with a change in detail. Instruct the student to explain the difference. Continue until all pictures in each set have been explored. Student may sort thirty pictures in five similar groups.

Accession Number 98197

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER

TITLE: Working With Numbers Teaching Aids 1st Grade-Group Recognition Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
F1-06 Numeration/Numbers Matching, writing, concept

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Steck Vaughn Co.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of sixteen, 4" x 4" cards containing red dots in various patterns of from one to six dots.

DIRECTIONS FOR USE: Present one card to the student. Instruct him to reproduce the pattern with buttons or chips. The student may match cards by finding all the cards with the same number of dots.

Accession Number 98198

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 06494

TITLE: Boy Game-Inquisitive Games-Discovering How to Learn

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: games

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
M1-03 Self-Knowledge/Name/Touch Body Parts

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- SRA)
Supervised, Unsupervised, Small group.

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are: a 7½" x 10" playing board containing an outline picture of a boy, a six piece, brightly colored, boy puzzles for each child, and a spinner pattern board. Sixteen other games for clothing, food, furniture, animals, and transportation are included.

DIRECTIONS FOR USE: Present each student with a boy puzzles pieces in random order, and a playing board. Place the spinner in the center of the table. The first student must spin the spinner, identify the body part, find that piece of his puzzle, and then place it on his playing board. The first student to complete the puzzle is the winner.

Accession Number 98199

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04144

TITLE: Peabody Language Development Kit, Level P, Shapes

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- American Guidance Service, Inc.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials include magentic circles, squares, and triangles in various sizes and the metal top of the kit showing the outline of the various shapes.

DIRECTIONS FOR USE: Present the magnetic shapes and top of kit to the student. Instruct him to place each shape over its correct outline form.

NRRC/P

Accession Number 98200

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07799

TITLE: Plastic Peg Board

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A1-10 Auditory/Auditory Motor Integration
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Milton Bradley)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains a plastic peg board, tray, and one-hundred, brightly colored pegs.

DIRECTIONS FOR USE: Teacher names the shape, and the student forms a geometric shape by inserting pegs in the board. Color sequences of pegs may be placed in one row so that the student can copy the sequence while another student copies sequence of color.

Accession Number 98201

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04175

TITLE: Picture Analysis-Peabody Lang. Devel. Kit, Level 2

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: picture cards EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- American Guidance Service, Inc.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials needed from the kit for this exercise are a set of 9" x 7" laminated cards showing brightly colored pictures of animals Other categories such as clothing, family, occupation, and tools can be used in similar games.

DIRECTIONS FOR USE: Present several pictures of animals to the students. Discuss facts about the animals. Draw several animal outline shapes on the chalkboard. Instruct the student to match the animal to its outline shape.

Accession Number 98202

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice in Eye Movement - Webstermasters IV

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheet/mask

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-09 Reading Readiness/Eye Exercise

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- McGraw Hill)
Supervised, Individual
Small Group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Material needed is a set of Webstermaster IV, one to fifteen. Each 8" x 11" master contains pictures intended to draw the child's focus to a particular position. Space masks which allow only one eye to be used are provided.

DIRECTIONS FOR USE: Present one master and a space mask to each child. Instruct the student to look at the picture using eye movement practices and exercises as provided in the manual.

NRRC/P

Accession Number 98203

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05570

TITLE: Fairbanks-Robinson Program/ 1 Level 2-Spatial Orientation

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty, 11" x 14" white pages. Each page contains three rows of figures. Each row contains a stimulus figure and four other figures, one of which varies in position or detail from the stimulus figure.

DIRECTIONS FOR USE: Present exercise with an acetate protector and a crayon to the student. Instruct him to look at the first figure, look carefully at the other figures, and then mark the figure which is in a different position from the first one in the row. Erasing the acetate protector provides detail discrimination.

Accession Number 98204

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 01444

TITLE: Large Parquetry

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulatives

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-06 Reading Readiness/Designs, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Mat.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of 3/4" brightly colored parquetry blocks containing four designs for use with all of the blocks and twenty-two designs of increasing complexity for use with a few of the blocks. All designs are shape and color cued.

DIRECTIONS FOR USE: Present a very simple design and just the blocks needed to construct it. Instruct the student to place the blocks on the paper to conform to the design. Later he may build the design on a table while looking at a given picture. He may also later choose only those blocks needed from the whole set to construct designs of increasing complexity.

NRRC/P

Accession Number 98205

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04244

TITLE: Visual-Motor Perception Teaching Materials-See and Say Puzzle Cards

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: puzzle cards EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

.A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains fourteen, two-piece, puzzle cards, each card 2 1/2" x 5" and outlined in black. One half of the card contains a picture of an object and other half contains a rhyming word. Pieces are cut so that only rhyming words fit together.

DIRECTIONS FOR USE: Present puzzle pieces in random order to the child. Discuss names of the objects on the pictures. Instruct the student to look at the picture find another that rhymes, and place them together. Two students may build the puzzles together.

Accession Number 98206

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04731

* TITLE: Visual Perceptual Exercises- Visual Motor Template Forms

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: worksheets/templates
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-03 Visual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Game contains a booklet of worksheets depicting geometric shapes, and two templates. Each worksheet is perforated in the middle. Shapes in outline form, non-contiguous figures, and background distortion are used in presenting the figures. Six wooden-cased erasers are provided for use with the templates.

DIRECTIONS FOR USE: Place a worksheet with the templates exposed in front of the student. Instruct him to use a pencil-shaped eraser to trace around the figure. Present shapes to the student. Instruct him to use his pencil and trace around them.

Accession Number 98207

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07800

TITLE: Dot-To-Dot Pattern Sheets

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-03 Mathematics/Counting/Cardinal
A2-03 Visual/Visual Closure
D1-08 Reading Readiness/Dot Joining
D1-01 Reading Readiness/Alphabet

D

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Materials)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Package contains twenty, 8 1/2" x 11" sheets, each of twenty different designs for children to follow from dot-to-dot with a pencil. Number or alphabet dot progressions are used on the sheets. Most designs show a partial picture giving a clue to the complete design.

DIRECTIONS FOR USE: Present one picture to the student, discussing visual clues in the picture. Instruct the student to follow the dots in number or alphabetical order. If the student experiences he may repeat the same sheet.

NRRC/P

Accession Number 98208

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05469

TITLE: Pictorial Exercises-Pre Writing Perceptual Motor Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-04 Reading Readiness/Copy, Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Pictorial exercises includes a heavy cardboard-backed acetate protector, forty exercise sheets with designs to trace, and felt-tipped pens for use on the acetate protector.

DIRECTIONS FOR USE: Place one worksheet under the acetate protector and provide three felt-tipped pens. Instruct the student to trace over the given lines in a picture with each of the three pens. When he is proficient, allow him to trace directly on the paper.

Accession Number 98209

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04734

TITLE: Visual Motor Perception Teaching Materials/Configuration Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of ninety-six 3" x 4" cards containing groupings of one to six dots on each card. Each grouping is presented sixteen times in various colors. Cards are constructed on heavy cardboard and outlined in black.

DIRECTIONS FOR USE: Present one card of a given group of dots, and place several other cards, at least three containing that same configuration, on a table. Instruct the student to look carefully at the card in his hand, then look on the table, and find all the cards that are the same. Student may sort several configurations by himself. A small group of students may play "fish" with the cards using four in each book.

Accession Number 98210

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04722

TITLE: Eye-Hand Coordination Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains plastic ball with string attached to a 21" wooden rod, a plaque which can be mounted on a wall for holding the wooden rod, two rolling pins with yellow and greenlines on them and a wall chart with yellow, red, and green lines. A manual of instructions containing seventeen exercises is also provided.

DIRECTIONS FOR USE: Place plaque with rod and ball on string on the wall so that the ball will hang at eye level for the student. Present the rolling pin, and instruct the student to hit the ball on the green line of the rolling pin and make the ball touch the green line on the chart which is hung below the rod.

Accession Number 98211

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07801

TITLE: Working with Numbers Teaching Aids-2nd grade The 200 Chart

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

F1-06 Numeration/Numbers (Matching, Writing, Concept)

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S):
	(SC - Steck Vaughn) Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of one hundred, 3" x 3" heavy cardboard cards containing numerals 101 to 200, printed in heavy black.

DIRECTIONS FOR USE: Present one card to the student and discuss the numeral. From another given set of numerals, instruct the student to pick out the numeral that is the same as on the card.

Accession Number 98212

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Bolt Board

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- McGraw Hill)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are the bolt board, stand, and nine nuts and bolts in various diameters.

DIRECTIONS FOR USE: Remove the nuts and bolts from the board and place in random order on a table. Instruct the student to screw one nut and bolt in each of the proper holes on the board.

NRRC/P

Accession Number 98213

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07802

TITLE: Basic Set of Word Making Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
D1-14 Reading Readiness/Match
D2-03 Phonics/Consonant(Final)
D2-04 Phonics/Consonant(Initial)
D2-05 Phonics/Consonant/Medial

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Word Making Productions)
Supervised, Unsupervised
Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains 412, 3 1/4" x 2 3/8" outline pictures illustrating twenty-five consonant sound units. Cards are provided for recognition of a sound in the initial, medial, and final positions.

DIRECTIONS FOR USE: Present a group of cards from a given sound unit. Instruct the student to sort them into groups, i.e., all the pictures identified with a word ending in t. A small group of students may play "Old Maid". Select a pair of sounds Students ask for pairs by the from twenty-four units and one extra as the "Old Maid". beginning consonant sound.

Accession Number 98214

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03304

TITLE: Flannel Board Toy Chest of Beginning Sounds

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: flannelboard materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
D2-04 Phonics/Consonant/Initial

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Instructo Products Company)
Supervised, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains forty-five, 3" x 4", brightly colored pictures of toys with flannel backs. Sixteen beginning consonant sounds are stressed in the picture. Also included are three, 2" x 12" flannel-backed pieces of heavy cardboard for construction of a toy chest.

DIRECTIONS FOR USE: Divide the class into two teams. One player from each team chooses a toy and places it one the flannel board. The next team member must find a toy that begins with the same sound. If it is a match, a point is given. Team with most points is the winner.

NRRC/P

Accession Number 98215

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04733

TITLE: Visual/Motor Perception Teaching Materials
Large Form Puzzles

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: puzzles
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains six, 6" x 6" puzzles consisting of four equal pieces with diamonds of various colors.

DIRECTIONS FOR USE: Present the completed puzzles to the student. Then remove one piece, and instruct the student to replace it so that the puzzle will form a diamond. Student may build six puzzles by himself.

Accession Number 98216

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 01442

TITLE: Design Cards For Colors Inch Cubes

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: cards/manipulatives EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-06 Reading Readiness/Designs, Patterns
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Developmental Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains thirty-four, 6 1/4" x 5 1/4", laminated cards with designs in six colors. Patterns to be copies can be used with colored inch cubes.

DIRECTIONS FOR USE: Present a design card and several colored inch cubes to the student. Instruct the student to place the cubes on the card to repeat the design. Student may copy the design on a sheet of white paper while looking at the stimulus card.

Accession Number 98217

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04353

TITLE: Alphabet Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-01 Readiness/ Alphabet

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Mat.)
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set contains three d cks of 2 1/4" x 3 1/2", plastic-coated, alphabet cards, two different types of manuscript letters, and one set of cursive letters. Each deck contains the letters in upper and lower case.

DIRECTIONS FOR USE: Shuffle any two decks of cards together and deal ten cards to each player. The first player asks for a given letter. If he receives it, he may ask again. If not, he must fish from the pile in the middle of the table. A pair of letters constitutes a book. The player with the most books is the winner. One student may match any two decks or upper and lower case letters of one deck.

Accession Number 98218

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07803

TITLE: Kwazy Quilt

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzle

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO-Kohner Brothers)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Game consists of thirteen plastic pieces in four different colors which are to be fit into a 5 1/2" x 9" cardboard tray with scalloped edges. No two pieces are the same.

DIRECTIONS FOR USE: Present the student with the tray, and puzzle pieces, having assembled the puzzle so that only a few pieces are missing. Instruct the student to fit in the new pieces. Continue to remove more pieces until the student can complete the puzzle by himself.

Accession Number 98219

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05413

TITLE: Visual Perception-O'Hare Starite Program

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: instructional aid EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Allied Education Council)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains eight, 12" pentagon-shaped units with thirty different frames. Each unit contains six different geometric shapes in five different frames. Each frame may be rotated by a disk so that the child can match or relate the shapes appearing in the window. If all selections are correct the back of the unit reveals a star whose points are the same color.

DIRECTIONS FOR USE: Rotate one geometric shape to the top of the pentagon. Instruct the student to rotate each disk until all frames show the same shape.

NRRC/P

Accession Number 98220

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04175

TITLE: Memory Time-Peabody Language Development Kit-Level 2

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:	CONSIDERATION FROM EDITOR(S): (SO- American Guidance)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Materials from the kit needed for this exercise are twenty, 7" x 9", shape-in-color cards. Obtain ten shapes in two different colors.

DIRECTIONS FOR USE: Place ten cards on a chalk ledge in a given sequence, and present the student with the other ten cards in random order. Instruct the student to place his cards on a table in the same order. Again place ten cards on a chalk ledge; instruct the student to look at them carefully, and then colose his eyes. Change the order of the cards, instruct the student to look carefully at the cards, and then place them in their former order.

Accession Number 98221

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07804

TITLE: Farm and Transportation Stencil Boards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: stencils

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-10 Visual/Visual Perception

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Developmental Learning Materials)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) A set of twelve, 8 1/2" x 8 1/2" stencils of various farm and transportation objects are presented on white, 1/8", plestic-coated cardboard. Both the stencil and the outline form are given.

DIRECTIONS FOR USE: Teacher or student may draw a picture using two or three stencils in various overlapping positions. Instruct the student to outline the stencils in heavy, black crayon and then to color them.

NRRC/P

Accession Number 98222

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04728

TITLE: Directional Spatial-Pattern Board Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: kit

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-C6 Visual/Visual Discrimination
D1-07 Reading Readiness/Directionality
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Kit contains 9" x 9" x 1/2" wooden board with bottom suction cups, twenty-five rounded-head brass nails placed in a square, 160-color coded pattern cards in five different developmental levels, representing line patterns, closed forms, alphabet forms, and figure ground patterns, and a set of 135, colored rubber bands in four different lengths.

DIRECTIONS FOR USE: Place the beginning card over the pattern board. Instruct the child to place a rubber band on the board so that it matches the pattern card. Increase the difficulty by moving to new levels and by placing the pattern cards next to the pattern board instead of on it.

Accession Number 98223

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05468

TITLE: Visual-Motor Perception Teaching Materials-Association Cards

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: prepared cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-07 Visual/Visual Figure Ground
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set of thirty 3" x 4" cards containing geometric shapes of: circle, rectangle, diamond, square, triangle, and oval. Each shape is presented five times; in color, in outline form, and superimposed on several objects such as a button, a clock, a kite, and a ball.

DIRECTIONS FOR USE: Present the outline form of the shape to the child and five other cards, including at least two showing objects of that same shape. Instruct him to name the shape then find some other cards which show that shape. Child may sort several stimulus cards into shape categories.

NRRC/P

Accession Number 98224

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04733

TITLE: Visual Motor Perception Teaching Materials-Puzzles

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: puzzles

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-09 Visual/Visual Motor Integration
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO- Teaching Resources, Inc.)
Supervised, Unsupervised
Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Set consists of seven puzzles; cat, rabbit, peach, horse, dog, apple, and orange. Puzzles are made on heavy cardboard. Each puzzle is reproduced six times and is assembled in order of increasing difficulty from the whole picture outlined in black to the pieces cut in three or four equal parts with outline only.

DIRECTIONS FOR USE: Show the hole picture of the puzzle to the student. Then present the puzzle cut in two pieces. Instruct the student to assemble it so that it looks just like to model. Continue until all puzzles in each set have been assembled, using puzzles in increasing order of difficulty. The student may assemble all the puzzles by himself.

NRRC/P

Accession Number 98225

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05570

TITLE: Fairbanks-Robinson Program/ 1- Spatial Orientation Exercises

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: Charts

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A1-10 Auditory/Auditory Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO- Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION) Contains twenty-four, 12" x 15" sheets of gray paper. Each sheet contains shaded lines with a black dot as a starting point. One line on each page is in a different position from the others.

DIRECTIONS FOR USE: Trace the lines, with your finger, beginning with a black dot. Instruct the student to do the same, providing auditory clues such as down, across, etc. When the student has finished, ask him to identify the line that is different. Provide the student with wooden sticks, and instruct him to place them on the table as they are in each picture.

Accession Number 98226

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03294

TITLE: Flannel Board - Map Study, Skills, Topography

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: flannel board materials
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
G2-00 Geography

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Instructo Products Co.)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains twelve, 7" x 8", colored flannel pictures of topographic formations which can be used individually or can be combined to form a total scene. Also included are twenty-four, 1½" flannel strips containing names of formations.

DIRECTIONS FOR USE:

Present the pictures one at a time to the student and discuss the formations in the pictures. Instruct the student to place the pieces together to form a total scene. When the names of the formations have been learned, they may be placed on the map. Student may also pick out the picture showing a given formation.

NRRC/P

Accession Number 98227

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03956

TITLE: Practice in Balance - Webstermasters II - Developing Learning Readiness

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: Worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
11-01 Gross Motor/ Balance

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - McGraw Hill)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Material needed is a set of Webstermasters II, one to eighteen. Each 8½" x 11" master contains pictures of children in various balance beam activities.

DIRECTIONS FOR USE:

Present a copy of one master and instruct the students to mark the pictures as suggested in the guidebook. Complete directions and body movement exercises are provided.

Accession Number 98228

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07805

TITLE: Electro

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: game/machine
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A6-03 Comprehension/Non-Reading
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Hausemann and Hottle)
Supervised, Unsupervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Electro comes in a split box, 17½" x 12½". The game consists of fifteen cards, having questions in picture form, and answers, either in words or in pictures, pm the right. Two wires are connected to a battery powering a lamp. A green wire touches the problem and a yellow wire, if touched to the correct answer, completes the circuit and lights the light. Twenty-four questions and answers on each card. Many levels of learning are presented.

DIRECTIONS FOR USE:

Place one card on the box. Instruct the student to look at the first picture, place a green wire onl it, look for the answer picture on the right, and place the yellow wire on it. If correct the bulb will light up. Two students may play for points allowing only one choice to each player.

Accession Number 98229

SER-LARS REPORT D-3

NRRC/P

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07806

TITLE: Look About You

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: filmstrip/record

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-06 Reading Readiness/Design, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Guidance Associates)
Supervised, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains two, 33½ RPM long playing records with two filmstrips, each discussing shapes, sizes, and patterns in relation to everyday living.

DIRECTIONS FOR USE:

Show the filmstrip to the students. Discuss each frame and provide more examples of size and shape discrimination.

Accession Number 98230

NRRC/P

SEP-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07807

TITLE: Mr. Music Says

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

AI-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Mattel Incorporated)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Wheel is 10" in diameter, containing pictures of various musical instruments on the outer edge, and a pointer in the middle which can be turned to any picture A pull string for activating the sound of the instrument shown by the pointer is on the side of the wheel.

DIRECTIONS FOR USE:

Present the wheel to the student. Instruct him to place the pointer next to a given instrument and to pull the string. The student may play with the toy himself, learning to associate the sound with the picture of the instrument.

Accession Number 98231

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07808

TITLE: Ride Along With Us - Talking Storybook

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative aid

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO -Mattel)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Book is contained in a 8" x 11" x 2¼" box. A simple story with brightly colored pictures is presented. A dial with a pointer is affixed to the back of the book which has a round hole in each page. The pointer is turned to a given place, indicated by an arrow, on each page. When the string on the side is pulled, the printed message on each page is heard.

DIRECTIONS FOR USE:

Open the book to the first page, and present it to the student. Discuss the picture and words on the page. Instruct the student to pull the string and hear the message. Continue with the rest of the book. Student may enjoy "reading" the book on his own or telling story to others using pictures and verbal messages.

Accession Number 98232

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07809

TITLE: Incomplete Pictures - Pupil Record of Educational Behavior

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials needed from the kit for this exercise are twelve, 3" x 3". Incomplete Picture Cards. Four objects are presented three times. One picture of each object is incomplete.

DIRECTIONS FOR USE:

Place three pictures of the same object in front of the student. Instruct him to find the card with the missing part and then to tell what is missing. Continue with pictures of the remaining objects.

NRRC/P

Accession Number 98233

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05567

TITLE: Fairbanks - Robinson Program/ 1 Level 2 - Line and Form Reproduction

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
D1-04 Reading Readiness/Copy, Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are sixteen, 11" x 14" green pages. Each page is divided into two rows of three boxes. The first box in each row contains a line or figure to copy, and the remaining boxes are blank.

DIRECTIONS FOR USE:

Present exercise one and a crayon to the student. Instruct him to look at the line or figure in the first box and draw another just like it in the second. Repeat the process in the third box. Continue in the same manner with the remaining exercises. An acetate protector may be used. Erasing the acetate protector provides detail discrimination.

Accession Number 98234

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07810

TITLE: Gateway To Good Reading - RK2 Visual Perception, Position In Space

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: tapes, booklets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-13 Reading Readiness/Likeness and Difference
A1-10 Auditory/Auditory Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Imperial International Learning)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are Lessons 1, 2, and 3 showing twelve pages of objects in various positions, and three tape recorded messages each about fifteen minutes long. Thirty consumable response booklets for each lesson are provided. The use of the tape allows the student to complete the activities independently.

DIRECTIONS FOR USE:

Present the lesson to the student and instruct him to listen to the message and do the activities he hears. Each lesson provides recognition of likenesses and differences of objects in various positions.

NRRC/P

Accession Number 98235

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07811

TITLE: Cartoon Board

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-04 Phonics/Consonant (Initial)

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Speech and Language Materials, Inc.)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains four, 12" x 18" cartoon pictures in black and white outline form printed on 1/8" cardboad. Each scene shows many objects representing a given sound. The sounds stressed are: sh, th, r and k.

DIRECTIONS FOR USE:

Present one scene to the student. Discuss the activity in the picture. Instruct the student to point to a given object in the picture. An acetate protector may be used to allow the student to mark each object that begins with a given sound.

NRRC/P

Accession Number 98236

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07812

TITLE: Tactile Kinesthetic Numbers

SOURCE: SEIMC - MSU AUTHOR(S):

FORMAT: manipulative materials EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A5-03 Tactile/Tactile Discrimination
F1-06 Numeration/Numbers (Matching, Writing, Concept)

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Touch, Incorporated)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of numerals from one to ten made of a red, beaded material and silk screened on a pressure-sensitive backing.

DIRECTIONS FOR USE:

Place the numerals on the student's desk or table. Allow him to trace the form with his finger. He can name the numerals, match them with like numerals, or reproduce them on a sheet of paper.

NRRC/P

Accession Number 98237

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07813

TITLE: Gateway to Good Reading - RK 2 Visual Perception, Figure Ground

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: tapes, booklets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integratiton
A1-10 Auditory/Auditory Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Imperial International Learning)
Unsupervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are Lessons 17 to 20 showing thirty-two pages of geometric shapes which are either superimposed or within each other, and four tape recorded messages, each approximately fifteen minutes long. Thirty consumable response bookets for each lesson are provided.

DIRECTIONS FOR USE:

Present the lesson to the student and instruct him to listen to the message and do the activities he hears. Tape messages instruct the student to outline a given figure with a crayon.

Accession Number 98238

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05572

TITLE: Fairbanks - Robinson Program/1 Level 2 - Spatial Concepts

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: PREPARED EXERCISES

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Viaual Discrimination
D1-20 Reading Readiness/Letter Recognition

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are sixteen, 11" x 14" green pages. Each page shows geometric shapes varying in size or position from a given object. Concepts stressed are size and directionality.

DIRECTIONS FOR USE:

Present the first exercise to the student and instruct him to point tothe smallest circle or square. Continue with remaining exercises discussing position of several shapes as suggested in the manual.

NRRC/P

Accession Number 98239

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05695

TITLE: See - Quees

SOURCE: SEIMC- MSU

AUTHOR(S):

FORMAT:

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-15 Reading Readiness/Part Whole Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Judy Co.)
Supervised, Unsupervised, Individual
Small group. Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of twelve puzzles. Each puzzle contains twelve small pictures in comic strip form to be placed in story sequence order. Puzzle pieces are 3" x 3" and are set in a 13" x 14" masonite board. Series includes nursery rhymes and social activities.

DIRECTIONS FOR USE:

Present individual pictures to the student. Discuss the activity in each picture. Arrange pictures in tray in story sequence order. Students may tell story to class or another student, using pictures as a story motivator.

NRRC/P

Accession Number 98240

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07814

TITLE: Money Project

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-06 Reading Readiness/ Designs, Patterns
T2-04 Partially Sighted

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Tactile Aids for the Blind)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains twelve wooden boards 1" x 6" with various coin combinations firmly glued to their surface. Four boards contain combinations totaling one dollar with denominations in braille on the opposite side. The remaining eight boards have coins of varying amounts.

DIRECTIONS FOR USE:

Place several objects with a price tag around the room. The student may choose one board and "purchase" an object. Several students may play store together with the coins.

NRRC/P

Accession Number 98241

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07815

TITLE: Individual Magnetic Game Board

SOURCE: SEIMC-MSU
AUTHOR(S):

FORMAT: GAME
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Jegro Co.)
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Game is contained in an 8" x 10" wooden box. The box cover contains a magnetic game board showing numerals 1 through 100 with distractors, such as the goose going forward or backward, and bridges. Set also includes four brightly geese and two dice.

DIRECTIONS FOR USE:

Students throw the dice. The player obtaining the highest number is the first to begin. Each player throws the dice and advances his goose as many places as shown on the dice. He must look at his square and move his goose according to the directions. The first player to reach 100 is the winner.

Accession Number 98242

NRHC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07816

TITLE: Dig For Gold

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Interstate Printers & Pub., Inc.)
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains seventy-five, 2½" x 3½" plastic-coated cards with pictures using various speech sounds in the initial, medial, and final positions.

DIRECTIONS FOR USE:

One player shuffles the cards and deals seven cards to each student. The remainder are placed face down in the center of the table. First player asks for card containing a given sound. If he receives it, he may ask again. If mot, he must "dig for gold" or choose a card from the pile and place one of his cards, face up, in the discard pile. Three cards constitute a book. Player with most is winner.

Accession Number 98243

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07817

TITLE: Remember, Remember

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
D1-14 Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Responsive Environments Corp.)
Unsupervised, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Game contains sixty pairs of cards showing brightly colored pictures of objects.

DIRECTIONS FOR USE:

Place ten pairs of cards face down on the table, in random order. The first student turns up one card, then another, trying to find a pair. If he does, he may deep it, if not he must turn them over. Pairs are made by remembering where matching cards have been turned up. Increase the quantity of pairs as players become more proficient.

NRRC/P

Accession Number 98244

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07818

TITLE: Alphabet Match/Read - O - Matic Beginning Reading Program

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: booklets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06	Visual/Visual Discrimination
D1-01	Reading Readiness/Alphabet
D1-14	Reading Readiness/Match

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Educational Enterprises)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains a 12" x 16" masonite board with cardboard overlapping front of board allowing booklets to be flipped in flashcard manner and fifteen, 3" x 9" booklets containing various words and letters. Booklet #1 contains the alphabet in order. Booklet #2 shows the letters in mixed order.

DIRECTIONS FOR USE:

Place Booklets #1 and #2 on the masonite board. Present the letter A from Booklet #1. Instruct the student to look through Booklet #2 until he finds it. Repeat this process with all upper and lower case letters of the alphabet.

NRRC/P

Accession Number 98245

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07819

TITLE: Signs of Everyday Life

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: picture cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-06 Visual/Visual Discrimination
J8-19 Safety/Signs

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Exceptionale Products Corp.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of 101 signs printed in large, black upper case letters on cards. Categories include: warning signs, signs naming common places and things, and instructional guidance and directional signs.

DIRECTIONS FOR USE:

Locate the pictures representing the signs. The student can match several signs to the appropriate pictures. Describe the meaning of the signs to other class members. Divide the group into two teams for a quiz on identification of signs.

Accession Number 98246

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04695

TITLE: The Frostig Program For the Development of Visual Perception

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: worksheets EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-10 Visual/Visual Perception
D1-19 Reading Readiness/Spatial Orientation

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Follett Publishing Co.)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are Perception of Position in Space Exercises 1 - 11. Each exercise is printed on $8\frac{1}{2}$" x 11" paper.

DIRECTIONS FOR USE:

Present the first exercise of the series to the student. Instruct him to look at the stimulus figure and then to mark all the other figures in the row that are in the same position as the stimulus figure. Continue with the remaining exercises.

NRRC/P

Accession Number 98247

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07820

TITLE: Symbol Writing Exercises

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Worksheets

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-04 Reading Readiness/Copy, Trace
A2-03 Vsiual/Visual Closure
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Symbol Writing Exercises contains a heavy cardboard-backed acetate protector, forty exercise sheets containing upper and lower case letters in alphabetical order, numerals and some cursive writing, and three felt-tipped pens for use on the acetate protector.

DIRECTIONS FOR USE:

Place one worksheet under the acetate protector, and provide three felt-tipped pens. Instruct the student to trace each letter on the page three times. When he is proficient, allow him to mark directly on the paper.

Accession Number 98248

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 03324

TITLE: Motor and Hand-Eye Coordination Transparencies

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Transparencies Duplicating Masters

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-08 Reading Readiness/Dot Joining
D1-15 Reading Readiness/Part Whole Relationship
D1-19 Reading Readiness/ Spatial Orientation
A2-03 Visual/Visual Closure

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Milliken Pub.)
Supervised, Individual, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains twelve overhead transparencies and twenty-eight duplicating masters. Masters show pictures of objects whose outline is non-contiguous, incomplete pictures, or pictures of students in various positons.

DIRECTIONS FOR USE:

Present one master to the student. Discuss the name of the object with the dotted outline. If the student correctly identifies it, he may outline and color it. Continue with the incomplete pictures in the same way discussing the part that is left. If a group of students are involved in the same activity, use the overhead transparencies and provide each student with a copy.

NRRC/P

Accession Number 98249

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07821

TITLE: Single Consonants and Short Vowels - O'Hare - Starite Program

SOURCE: SEIMC-MSU AUTHOR(S):

FORMAT: manipulative material EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-18 Reading Readiness/Rhymes
D1-13 Reading Readiness/Likeness and Difference
A2-11 Visual/Visual Sequential Memory
A2-06 Visual/Visual Discriminatio
D5-14 Vocabulary/Word Families, Patterns

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO -Allied Education Council)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains eight, 12" pentagon-shaped units with thirty different frames. Each unit contains rhyming words alone and with picture illustrations. There are five different frames for each family of words. Each frame may be rotated by a disk so that the student can match or relate the words appearing in the wind window. If all selections are correct, the back of the unit reveals a star whose points are the same color.

DIRECTIONS FOR USE:

Rotate one word to the top of the pentagon. Instruct the student to rotate each disk until all frames show a word from the same family.

Accession Number 98250

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07822

TITLE: Primer Read - O

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: game cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D1-14 Reading Readiness/Match
A2-06 Visual/Visual Discrimination
A1-14 Auditory/Auditory Visual Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Pruett Press)
Unsupervised, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains twenty, $1\frac{1}{2}$" x 11", yellow reading cards with sixteen words on each card, 160 blue reading cards containing the words on the yellow cards, and 160 white squares to be used as markers.

DIRECTIONS FOR USE:

Present one rectangle to each student and shuffle the word cards placing them face down in a pile. One player draws a card from the center pile and reads the word. If anyone has that word, he may place a white marker on it. The play continues in a clockwise direction until one person has covered four words in a straight line.

NRRC/P

Accession Number 98251

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07823

TITLE: Word Recognition - Pupil Record of Educational Behavior

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: tachistoscopic materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):

(SO - Teaching Resources, Inc.)
Supervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials needed for this exercise are the word holder and six, 1½" x 10" word lists. The words fit into the holder which has a window exposing only one word at a time.

DIRECTIONS FOR USE:

Place word list number one into the holder so that the top word is exposed in the window. Instruct the student to pronounce the word. Continue in the same way with the remaining word lists.

NRRC/P

Accession Number 98252

SER-LARC REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07824

TITLE: Sound Filmstrips

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: filmstrip

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A1-14 Auditory/Auditory Visual Integration
A2-06 Visual/Visual Discrimination

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Weston Wood Studios)
Supervised, Small group, Large group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Kit contains 4 color filmstrips and 2 long playing records. Stories presented are: Madelines's Rescue, The Little Island, Frog Went A Courtin', and The Big Snow.

DIRECTIONS FOR USE:

Present the filmstrip and record to the class. Discuss various details in each frame. Later, the students may view the filmstrip again without the record and tell the story from the pictures.

NRRC/P

Accession Number 98253

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 04160

TITLE: Peabody Language Development Kit, Level P, Manikins and Clothes

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: manipulative materials

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

A2-11 Visual/Visual Sequential Memory
D1-15 Reading Readiness/Part Whole Relationship
A1-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration.

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SQ - American Guidance Service)
Supervised, Individual, Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed are two, 22". plastic-covered, heavy cardboard manikins and sets of plastic, pressure sensitive clothes for the boy and girl.

DIRECTIONS FOR USE:

Present one manikin and set of clothes to the student. Instruct him to place the clothing on the manikin in the correct order. Two students may work together selecting appropriate clothing for either boys or girls.

NRRC/P

Accession Number 98254

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 07825

TITLE: Dado, The Modular Space Block

SOURCE: SEIMC-MSU

AUTHOR(S):

FORMAT: Blocks

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A5-03 Tactile/Tactile Discrimination
A2-10 Visual/Visual Perception
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Milo Products)
Supervised, Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set of 24, 38" natural wood blocks in four different lengths which have notches to fit together into larger shapes.

DIRECTIONS FOR USE:

Place set of blocks on table. Instruct the student to find the smallest block, then the largest block, and then to fit them together. The teacher may construct patterns to be duplicated by the student or the student may build patterns himself.

NRRC/P

Accession Number 98255

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05453

TITLE: Time For Phonics - Touch and Learn Flash Cards

SOURCE: SEIMC -MSU

AUTHOR(S):

FORMAT: flash cards

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
D1-20 Reading Readiness/Letter Recognition
A5-03 Tactile/Tactile Discrimination
A2-06 Visual/Visual Discrimination
D1-13 Reading Readiness/Likeness and Difference

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S).
(SO - McGraw Hill)
Supervised, Unsupervised, Individual
Small group

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set contains 32, 8" x 11" cards. Each card contains a basic letter form in upper and lower case. Each letter is presented in felt. An outline picture of an object beginning with that letter is on the card. The reverse side contains six other words beginning with that letter.

DIRECTIONS FOR USE:

Present a card to the student. Discuss the picture and allow him to trace the felt letters with his fingers. Discuss the form of the letter. Reverse the card and instruct the student to find all of the given type of letter in the words. An acetate protector may be used.

NRRC/P

Accession Number 98256

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 05452

TITLE: Kindergarten Evaluation of Learning Potential-Bead Design Cards

SOURCE: SEIMC - MSU

AUTHOR(S):

FORMAT: manipulative material

EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-09 Visual/Visual Motor Integration
A2-11 Visual/Visual Sequential Memory

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO = McGraw Hill)
Spervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Materials from the kit needed for this exercise are five bead design cards, each having beads strung in a series of patterns using shapes and color, and a set of beads corresponding in size, shape, and color to those on the cards.

DIRECTIONS FOR USE:

Present one bead design card and the loose beads to the student. Instruct him to string the loose beads in the same pattern that is on the card.

Accession Number 98257

NRRC/P

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 06917, 06916

TITLE: Trace - a-Bit

SOURCE: SEIMC - MSU
AUTHOR(S):

FORMAT: prepared cards
EDITOR(S): J. Martin

CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:
A2-06 Visual/Visual Discrimination
A2-09 Visual/Visual Motor Integration
D1-04 Reading Readiness/Copy, Trace

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(SO - Zaner, Bloser Co.)
Unsupervised, Individual

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)

Set consists of 22 laminated cards containing upper and lower case manuscript letters and numerals from 1 to 10. Each is 2" high with space below each letter for the student to reproduce that letter with a grease pencil. Set also available in cursive form.

DIRECTIONS FOR USE:

Instruct the student to trace over the letters, and then to form them himself on the line below. May be wiped off and used again.

NRRC/P

Accession Number 98258

SER-LARS REPORT D-3

☐ TEACHER MADE MATERIAL

☒ ADAPTATIONS OF COMMERCIALLY AVAILABLE MATERIAL
ADAPTED FROM MATERIAL NUMBER 00125

TITLE: Initial Sound Game/Palo Alto Letter Pockets

SOURCE: Suburban Unit

AUTHOR(S): K. Gordon # 31

FORMAT: game

EDITOR(S): S. Mitchell

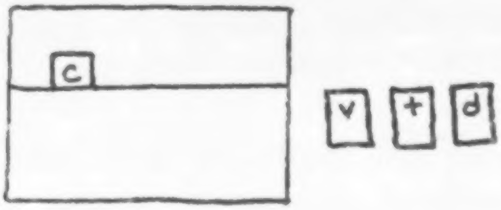
CONTENT DESCRIPTOR(S) OF LEARNING OBJECTIVE:

D2-14 Phonics/Sound/Symbol Relationship

CONSTRUCTION MATERIALS:

CONSIDERATION FROM EDITOR(S):
(S O Harcourt Brace
Jovanovich, Inc.)

DESCRIPTION OF CONSTRUCTION:
(ADAPTATION CONSTRUCTION)



DIRECTIONS FOR USE:

Each student receives a pocket and several letters.

Teacher would have to call out a word that starts with one of the letters.

The students have to the count of five (somtimes longer) to find and correct letters and put into the pocket. If the correct choice is made, a point is awarded.

Good game for small group.